

Year 9

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Spring 1	Devising	How can we use a stimulus to create a performance?	<ul style="list-style-type: none"> • Introduction to a range of practitioners: Paper birds and verbatim theatre • Introduction to the paper birds theatrical styles: verbatim, multimedia, realistic, physical theatre, explorative • Exploration of a stimulus and how to create drama from it. • EDI – paper birds practitioners focus on topics such as social mobility and feminism, students are encouraged to research current news topics and produce their own performance based on their own experiences and those around them 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Take part in a range of practitioner workshops • Interpreting a stimulus • Developing ideas for performance from a stimulus • Directing others • Creating a final performance • Performing to an audience <p>Skills</p> <ul style="list-style-type: none"> • Interpretation • Epic theatre techniques • Stylised movement and voice • Characterisation • Vocal dynamic • Body language • Theatrical conventions • Rehearsal techniques • Critical thinking • Cooperation • Collaboration
Spring 2	Devising	How can we use a stimulus to create a performance?	<ul style="list-style-type: none"> • Rehearsal and refinement of Devised piece, final Devised performance. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Take part in a range of practitioner workshops • Interpreting a stimulus

			<ul style="list-style-type: none"> • EDI – paper birds practitioners focus on topics such as social mobility and feminism, students are encouraged to research current news topics and produce their own performance based on their own experiences and those around them 	<ul style="list-style-type: none"> • Developing ideas for performance from a stimulus • Directing others • Creating a final performance • Performing to an audience <p>Skills</p> <ul style="list-style-type: none"> • Interpretation • Epic theatre techniques • Stylised movement and voice • Characterisation • Vocal dynamic • Body language • Theatrical conventions • Rehearsal techniques • Critical thinking • Cooperation • Collaboration <p>Assessment Point information Process marked Performance marked</p>
Summer 1 and 2	The Musicals	How can we combine singing, dancing, acting and music to effectively communicate to an audience?	<p>Students learn about Musical Theatre as a style and genre and produce their own musicals.</p> <p>EDI - The topic focuses on EDI through discussion about Musical Theatre history, current performances, students create their own performances around the context of the groups they are put into.</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Taking part in workshops on singing, dancing, and acting • Combining skills to create a structure for a musical • Writing a script • Applying performance skills and perform in front of an audience • Communicate meaning to an audience

				<ul style="list-style-type: none">• Entertain the audience <p>Skills</p> <ul style="list-style-type: none">• Singing• Dancing• Creating structure• Characterisation• Narration• Creating atmosphere• Directing• Choreographing• Performing <p>Assessment Point information House competition held in the summer term with a panel of judges from the drama and music department</p>
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