

Year 9

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn Term 1 and 2	'Be My Baby' by Amanda Whittington	How can we use Konstantin Stanislavski's methods to rehearse extracts from 'Be My Baby'?	- Reading and understanding the text - Introduction of theatre practitioner - Selection of a range of text extracts - Applying Stanislavski's methods in rehearsal	How understanding is assessed • Reading and answering comprehensive questions • Completing a series of on and off text rehearsal strategies based in character and text • Learning lines • Applying rehearsal techniques • Rehearsing for performance • Performing a final version of their extract Skills • Interpretation • Realism theatre techniques • Characterisation • Vocal dynamic • Body language • Rehearsal techniques • Critical thinking • Creativity • Cooperation • Collaboration
Spring 1	Devising	How can we use a stimulus to create a performance?	• Introduction to a range of practitioners: Paper birds and verbatim theatre • Introduction to the paper birds theatrical styles: verbatim, multimedia, realistic, physical theatre, explorative	How understanding is assessed • Take part in a range of practitioner workshops • Interpreting a stimulus • Developing ideas for performance from a stimulus • Directing others • Creating a final performance

			• 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	• Performing to an audience Skills • 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?	• Rehearsal and refinement of Devised piece, final Devised performance. • 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	How understanding is assessed • 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 Skills • Interpretation • Epic theatre techniques

				● Stylised movement and voice ● Characterisation ● Vocal dynamic ● Body language ● Theatrical conventions ● Rehearsal techniques ● Critical thinking ● Cooperation ● Collaboration Assessment Point information Process marked Performance marked
Summer 1 and 2	The Musicals	How can we combine singing, dancing, acting and music to effectively communicate to an audience?	Students learn about Musical Theatre as a style and genre and produce their own musicals. 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.	How understanding is assessed ● 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 ● Entertain the audience Skills ● Singing ● Dancing ● Creating structure ● Characterisation ● Narration ● Creating atmosphere

				• Directing • Choreographing • Performing Assessment Point information House competition held in the summer term with a panel of judges from the drama and music department
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