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|  | | **Year 9 Curriculum Overview 2023-2024**  **Subject - Drama** | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills** | **Assessment Opportunities** |
| **Composites** | | **Components** | **Formal Retrieval**  **[if any]** |
| **Brechtian Theatre** | To be able to use a range of Brechtian styles to perform and create theatre | | Demonstrate an understanding of non-naturalistic performance.  Understand how to effectively use narration, gestus and caricature to create alienation  Understand how to use voice and physicality to create a clear character.  Develop an understanding of Brecht’s historical context and how this effects the intentions of his work.  Perform and learn lines for an extract of Teechers using multirole in a Brechtian style. | Narration  Multirole  Creating and play/ script writing and editing. | Oracy  Discussion  Debate  Script writing  Understanding of language used by different characters  Reading a script out loud | Oracy  Discussion  Team Work  Problem Solving  Empathy and understanding of others | Narration in role  Caricature and 3rd person speaking to create alienation  Gestus  Multirolling |
| **DNA –Play Study** | Understanding of the play DNA | | Creating a freeze frame  Creation of a character from a given script  Be able to perform a direct address (speaking straight to the audience)  Proxemics between characters and stage positions  Rehearsed improvisation from a given stimulus in a group  Adding cross cutting into performances  Script writing an original ending  Character focus using Stanislavski’s ‘The Magic If’  Performing and writing a short monologue focusing on one character based on Leah’s monologue of Mortality | Freeze Frame  Script  Characterisation  Rehearsed improvisation | Oracy  Discussion  Debate  Script writing  Understanding of language used by different characters  Reading a script out loud | Oracy  Discussion  Team Work  Problem Solving  Empathy and understanding of others | Performance of the cross-cut scene showing Adam’s death – focus on facial expressions, gestures, use of language,  Performance of a short monologue from the point of view of one of the characters – *focus on characterisation*  Performance of the ‘ending’ of the play |