

**Long
Term Plan**

Students will explore Drama as a practical art form, enhancing their understanding and appreciation of theatre and how ideas and meaning are communicated effectively to an audience. They will deepen their knowledge appreciation of Theatre Practitioners and new and innovative styles of theatre. Students will refine and enhance their ability to make and perform Drama, focusing on original and creative methods and ideas. They will develop their acting skills by creating believable and engaging characters, responding to their work and the work of others, informed by their theoretical knowledge of drama and theatre.

Year 9: Drama

| | Learning Cycle | Key Concepts and Themes | Vocabulary |
|-----|---|---|--|
| HT1 | Introduction: Creating, Performing and Evaluating | <ul style="list-style-type: none"> • Introduction to theatre • Vocal and Physical Workshops- Developing characters • Stanislavski's Naturalism • Non- Naturalistic techniques • Evaluation of own performance work <p>Stimuli: Monologues/ Duologues, Students own experiences- emotion memory</p> | <p>Vocal Skills: Pitch, pace, pause, tone, volume, emphasis, accent, intonation, spoken language, emotional range, Physical skills: Posture, gestures, mannerisms, gait, facial expressions, body language, Multi-role, Direct Address, Split scene, Narration, Aside and soliloquy, Naturalism/ realism, Emotional memory, The fourth wall, Given circumstances, Objectives/ super objectives, Method of physical acting, Magic if, Subtext</p> |
| HT2 | | | |
| HT3 | Page to Stage: Exploring Scripts | <ul style="list-style-type: none"> • Frantic Assembly- Physical Theatre • Script Exploration Workshops • Stage Positions and Types of Theatre • Lighting and Set Design • Script Performances <p>Stimuli: <i>The Curious Incident of the Dog in the Night- Time- Mark Haddon, Noughts and Crosses- RSC- Malorie Blackman, DNA- Dennis Kelly</i></p> | <p>Theatre in the round, traverse, end-on, promenade, thrust, proscenium arch, Subtext, Physical Theatre, Artistic Intention, Choral movement/ choral speech, Dialogue, Dramatic Climax, Proxemics and Blocking Lighting: Blackout, crossfade, spotlight, Fresnel, gel, gobos, floor can, follow spot, intensity, shadows, transitions Set: Rostrum, cyclorama, flats, backdrop, scenic furniture, treads, trucks. Tension and climax, Mood and atmosphere, Stage directions</p> |
| HT4 | | | |
| HT5 | Devising Drama | <ul style="list-style-type: none"> • Stimuli Introduction • Improvisation • Script writing • Devised Performance • Live Theatre Review <p>Stimuli: Images, music, props, quotes, newspaper articles, headlines, Live Theatre Performance</p> | <p>Evaluation and analysis, Set and props, Spontaneous improvisation, Characterisation, Form, style, structure and convention, Rehearsal process, Performance conventions, Research, Soundscape, Stimulus/ stimuli</p> |
| HT6 | | | |

| | |
|--------------------------|---|
| Skill Development | <ul style="list-style-type: none"> • Vocal skills: pitch, pace, tone, emphasis, diction • Physical skills: posture, gesture, gait, control, mime, stillness • Devising skills: using a stimulus, linear narrative, how to rehearse • Techniques: direct address, placards, emotional memory, objective, use of space and levels, exaggerated and naturalistic acting, aside, still images, narration, split scene • Performance skills: confidence, connecting with an audience, performance discipline, learning lines • Describing and analysing acting and performance • Evaluating performance |
|--------------------------|---|