



PLUME ACADEMY - LEARNING OVERVIEW

Year	9
Subject	Drama

Prior Learning

The Year 9 curriculum builds student awareness and application of previously explored performance skills and dramatic techniques through applying them to new genre's and scripts. Students in Year 9 are able to develop an appreciation of how to use dramatic techniques to explore historical events and have empathy for characters (Blood Brothers/Come from Away). Students are re-introduced to the 'life/soft skills' that are developed through their learning in drama. This understanding is developed through reflections with students to encourage the wider benefits of the arts outside of the curriculum. We explore this through the following questions. "What have we done? Why have we done this? How will it help me?" This understanding is also enhanced by students engaging in tasks which promote the different careers within the theatre industry, including mask making, costume designer and playwright.

Curriculum Intent – What are the curriculum aims?

- To interpret distinct theatre styles and genres (Issue based Drama, Devised Theatre, Musical Theatre and Brechtian Theatre)
- To interpret key texts and plays (Blood Brothers and Come from Away)
- To respond to a given stimulus and demonstrate the ability to utilise the specific techniques of a select practitioner
- To demonstrate a clear understanding of the differences between performance skills and dramatic techniques able to define them in class discussions and implement appropriately chosen techniques into a performance.
- To begin to consider the social influences on the play Blood Brothers and use this understanding to inform practical and design choices in classroom activities and homework (for example – choosing a specific accent to communicate social class and considering the time period and social class of characters when designing the costumes for characters).
- Start to consider the relationships between characters and between the audience and actors.
- To reflect on and evaluate their work and the work of others.
- Responding to feedback and developing work



Curriculum Implementation – What my child will be learning?

Term 1	Half Term 1	Blood Brothers Exploration of a set text
	Half Term 2	Blood Brothers Exploration of a set text
Term 2	Half Term 3	Brecht and Devising Theatre Practitioner focus
	Half Term 4	Come from Away Topical based theatre – Musical theatre genre
Term 3	Half Term 5	Theatre Industry Careers in the theatre industry.
	Half Term 6	Theatre Industry Careers in the theatre industry.

Curriculum Impact – How will progress be assessed?

Students will receive verbal feedback weekly, during the collaborative rehearsal process, and after the performance of practical work developed in class.

Students will have time to respond to the feedback they are given to ensure optimum opportunity is provided for students to make progress.

Students will be assessed and receive feedback, each half term, on how they collaborate in rehearsal, perform and evaluate their work.

Super-Curricular Opportunities – Extending Learning

Useful study resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
<ul style="list-style-type: none"> • BBC Bitesize - Drama • The National Theatre Website • YouTube – Crash course Theatre series 	<ul style="list-style-type: none"> • Complete the termly Arts Ambassador's Challenges • Participate in the annual February Drama showcase • Attend FRC Drama Club 	<ul style="list-style-type: none"> • Encourage your child to watch professional Live and Streamed Theatre. • Encourage your child to participate in extra-curricular activities. • Encourage your child to analyse and evaluate features of film and television work that they have seen. • Investigate the possibility of attending Theatre Groups outside of the academy.