

YEAR 9 DRAMA

ARTS FOR ALL

The Performing Arts Faculty aims to encourage and develop creativity, sensitivity and confidence in all students. We actively seek to promote an understanding of personal and social values, culture and the world around us. Together with our students we explore the ways in which ideas can be communicated and shared through performance mediums.

The Faculty provides a wide variety of learning opportunities that enable all pupils to establish a knowledge and understanding of Dramatic and Performance Art forms. As well as academic and practical study we promote expression and performance as a learning tool through which pupils are encouraged to explore ideas, wider cultures and the world around them.

In providing students with many performance experiences we value and celebrate their talent and hard work as they grow and develop into skilled, creative and confident students, who enjoy learning and value their culture and the Arts.

AUTUMN		SPRING		SUMMER
Introduction to Practitioners- John Godber (Teechers)	Introduction to Practitioners- Willy Russell (Our Day Out)	Introduction Comp3: Devising	Introduction Comp3: Devising (performance exam)	Component 2: Scripted Performance Projects (comedy)

Students have two timetabled homeworks for Drama each week. This predominantly takes the form of extended pieces of work, drafted and executed over time to prepare for written exams, portfolios or in some cases controlled tests. The students are under close supervision from teaching staff who support drafts in their preliminary stages, monitor progress and provide targets for improvement re: curricular target criteria.

Possible homework/coursework tasks for BTEC:

- Script writing
- Character charts and research
- Writing (extensively) in role
- Practical coursework and performance evaluation
- Theatre visits
- The learning of set scripts
- Written response to character
- Theatre review
- Learning Log entry
- Portfolio lesson updates and reports

UNIT	LEARNING OBJECTIVES/OUTCOMES
Teechers	<ul style="list-style-type: none"> • Artistic intentions • Context and structure • Historical/social context • Understanding stage directions • Multi-role play • The complexity of character relationships
Practitioner study	<ul style="list-style-type: none"> • Research practitioner works • Create presentation • Create performance work inspired by chosen practitioner
Devising	<ul style="list-style-type: none"> • Evaluating your own work • Analysing a script • Writing about key directorial decisions
Scripted Performance	<ul style="list-style-type: none"> • Explore and perform an extract to an examiner • Explore characters and context. • Learn and rehearse script.