

Subject: Drama		Year Group: 9
Term 1 Key Focus/Topic(s): <ul style="list-style-type: none"> <li>• Introduction and set play – DNA (Mirrors GCSE Component 1 and 3)</li> </ul>	Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Set play – DNA (Mirrors GCSE Component 1 and 3)</li> </ul>	Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Live theatre project (Mirrors GCSE Component 1- Section C)</li> </ul>
Term 1 Assessment Opportunities : <ul style="list-style-type: none"> <li>• Performance and assessment of scenes from the play – focusing on interpretation of character.</li> </ul>	Term 2 Assessment Opportunities <ul style="list-style-type: none"> <li>• Performance and assessment of scenes from the play – focusing on interpretation of character.</li> </ul>	Term 3 Assessment Opportunities <ul style="list-style-type: none"> <li>• Performances of scenes from a longer piece of devised drama, based on ideas from the live theatre production.</li> </ul>
Term 4 Key Focus/Topic(s): <ul style="list-style-type: none"> <li>• Live theatre project (Mirrors GCSE Component 1- Section C)</li> </ul>	Term 5 Key Focus/Topic(s): <ul style="list-style-type: none"> <li>• Theory and acting skills presentations (Mirrors GCSE Component 1- Section A and B)</li> </ul>	Term 6 Key Focus/Topic(s): <ul style="list-style-type: none"> <li>• Devised drama based on a stimulus (Mirrors GCSE Component 2)</li> </ul>
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Performances of scenes from a longer piece of devised drama, based on ideas from the live theatre production.</li> </ul>	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Presentations of research findings - assessment of both content of presentations and quality of delivery.</li> </ul>	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Performances of devised pieces – work in progress and completed, final performance.</li> </ul>

Rationale:

- The Key Stage 3 curriculum has been planned to mirror the three areas of the GCSE drama course: working from a script, devising drama based on a stimulus and understanding the theory of acting and performing.
- By planning in this way, students will be more prepared for the rigour of the GCSE course, as well as taking a better understanding of how meaning is presented through performance, which aids English and the learning of Shakespeare and other drama texts.
- Incorporating a presentation into the course, develops students' skills in researching and presenting, which aids their studies in numerous subjects, not least drama.

Evaluation:

- Each term culminates in an assessed performance – from a script, devised pieces and a presentation to inform – to demonstrate ability of students to present information in a variety of ways.
- Students will build on previous work, using the assessment booklets as a source of technical terms to use when feeding back on performances.
- There should be a longer term improvement in GCSE grades
- There should be an improvement in students' ability to present information orally – English Spoken Language task/MFL/etc.