**Long Term Planning**

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| **Year 9 Drama** |

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| **Term**  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **1****Bullying** | Introduce key wordsHumiliation, manipulation, Identify types of bullying Verbal, physical, sexual, cyber, emotional/mentalInitial scene ‘the look’ – silence **atmosphere** as focus. | Discussion of **character types**. Bully, victim, passive/active bystanderX2 improvisations‘The threat’How does it make someone feel? What drives them? | ‘spit in coke’Focus on **characterisation****Atmosphere** built**Forum theatre** – discussion on what can be done by the victim. | Linking the three scenes together with a focus on the bully character. What scenes would link the scenes?How could **conventions** help this. | Rehearsal for **formative** assessment. | ***Formative*** *Assessment****Teacher*** *assessment on the success of telling the bullies story.*  | Refine based on feedback. | **Teacher assessment of refinements.** **Review assessment****Set targets for next term.** |
|  | Looking at the stimulus – I am the girl who…Group discussion as to what it says.Students to think about how to present the poem creatively. |  |  |  |  | **Summative** assessment. | **Review assessment****Set targets for next term.** |  |
| **Law and Order** | Initial lesson as introduction to crime and criminal activities. Students use words and identify severity forming their own opinions. | Introduction of London riots – what it was, who it involved. Students make decisions as to why young people got so involved and the emotions behind it. Symbolic images. | Introduction of physical theatre, developed from symbolic images.Differentiate how much movement and lifts etc. but students given opportunity to be physical and explore emotion through their movement.Link paired work to create ensemble piece to music. Advocating creating a professional standard. The use of technology.  | Introduction of adverts – characteristics of an advert i.e tag line, jingle, purpose.Construct/model an example format usig humour ‘deo man’.Government awareness adverts – aim and purpose. Watch clips – identify clear messages/conventions/atmosphere, | Students to choose a theme/message for their advert. Asked to construct their own creative Government awareness advert using physical theatre/symbolic image, considering lighting, music and highlight emotion. | *Assessment**Practical teacher assessment.**Peer assessment.*  | **Review assessment****Set targets for next term.** |  |
| **3****Law and Order****Girls** | Initial lesson as introduction to crime and criminal activities. Students use words and identify severity forming their own opinions. | **Set homework project**Introduction of London riots – what it was, who it involved. Students make decisions as to why young people got so involved and the emotions behind it. Symbolic images | Introduction of physical theatre, developed from symbolic images.Differentiate how much movement and lifts etc. but students given opportunity to be physical and explore emotion through their movement.Link paired work to create ensemble piece to music. Advocating creating a professional standard. The use of technology. | Introduction of adverts – characteristics of an advert i.e tag line, jingle, purpose.Construct/model an example format usig humour ‘deo man’.Government awareness adverts – aim and purpose. Watch clips – identify clear messages/conventions/atmosphere, | **Take in homework project**Students to choose a theme/message for their advert. Asked to construct their own creative Government awareness advert using physical theatre/symbolic image, considering lighting, music and highlight emotion. | **Give back homework project.***Assessment**Practical teacher assessment.**Peer assessment.***Review assessment****Set targets for next term.** |  |  |
| **4****Presentation Styles****Mixed** | Set homework projectLook at the different types of staging, identify their characteristics and apply to small lines of text to highlight advantages and disadvantages. | Introduction to lighting – why it is important in the theatre, how it can be used in a piece.Using a paired duologue (highlight vocal and physical at the same time) construct a scenes with a change in lighting state. Evaluate effectiveness. | Introduction to sound and how music can change atmosphere to a piece.Given a choice of 5 pieces students to use a duologue (highlight vocal and physical at the same time) to construct a scene making decisions as to the chosen music, when it is used and they effect they are aiming for.  | Take in homework projectIn new pairs students are given a scene and need to stage in, light it, and give it sound. There must be clear justification of their decisions. | *Teacher Assessment*Peer assessmentEvaluate the success of each of the pieces in relation to the technical elements. | Give back homework project.Review assessmentSet targets for next term. |  |  |
| **5****Introduction to GCSE****Boys** | Set homework projectGiven a brief related to transition to secondary school – theory lesson focused on how to annotate a brief and areas to think about. | In groups students to select three clear myths surrounding secondary school. Using all that has been learnt over the 3 years students to begin devising and constructing their initial myth. This must introduce characters and use one convention at least.  | In groups students to work on their second/third myth making sure to apply at least one different convention. | Take in homework projectStudents to link their completed scenes with a Truth scene dispelling the myths. There must be at least 3 conventions in the whole piece. All scenes must be linked, use of lighting, staging, music and costume if they would like.  | Give back homework project.Teacher assessment – potential to be linked with transition day for some groups.**Review homework project and assessment. Make targets for new term.** |  |  |  |
| **6****Introduction to GCSE****Girls** | **Set homework project**Given a brief related to transition to secondary school – theory lesson focused on how to annotate a brief and areas to think about. | In groups students to select three clear myths surrounding secondary school. Using all that has been learnt over the 3 years students to begin devising and constructing their initial myth. This must introduce characters and use one convention at least. | In groups students to work on their second/third myth making sure to apply at least one different convention. | Take in homework projectStudents to link their completed scenes with a Truth scene dispelling the myths. There must be at least 3 conventions in the whole piece. All scenes must be linked, use of lighting, staging, music and costume if they would like. | Teacher assessment –. | **Give back homework project.****Review homework project and assessment. Make targets for new term.** |  |  |