



Intent: To confidently apply performance skills and techniques based around theatre practitioners work using different stimuli. To encourage and apply analytic and critical thinking and communication whilst working collaboratively.

Drama Year 9	Noughts and Crosses Jan - April	Borstal Term 2 Sep - Dec	Artaud April – May	7 deadly sins May - July
Knowledge (facts, information, concepts and key terminology)	When studying Noughts and Crosses we will be exploring Brechtian style theatre through character, plot and context.	When studying Borstal, the curriculum will cover the historical context, character development and the use of monologue in performance and teacher in role.	When studying the theatre practitioner of Artaud, students develop a working knowledge of the 'Theatre of Cruelty' and how he used techniques to make the audience think.	When studying 'The 7 deadly sins', students will cover the historical and cultural context of the stimulus. They will also cover techniques of devising from stimulus through various workshops.
Understanding (ability to connect and synthesise knowledge within a context)	Students will develop an understanding of how Brecht uses performance as a political tool. They will use rehearsal, discussion and collaboration to develop their own performance based on the practitioner and their own understanding of discrimination.	Students will be encouraged to make links between historical events and character. They should understand techniques to develop their character in both writing and performing a monologue. Along with their understanding of rehearsals through teacher in role.	Students will develop an understanding of how Artaud uses gesture and movement to shock the audience. They will use rehearsals, discussion and collaboration to create their own performance based on the Theatre of Cruelty.	Students will be encouraged to make links between historical and cultural context when creating scenes in a performance. They should understand how to create a devised piece from the starting point and implement various techniques into the work.
Skills (successful application of knowledge and understanding to a specific task)	Students will demonstrate their knowledge and understanding by using these techniques in performance: Placards, narration, breaking the fourth wall, characterisation and cross-cutting	Students will demonstrate their knowledge and understanding through the ability to use these techniques in performance: monologue, improvisation, teacher in role and characterisation.	Students will demonstrate their knowledge and understanding through their ability to use these techniques in performance: gesture, mime, stylised movement and visual poetry.	Students will demonstrate their knowledge and understanding through their ability to use these techniques in performance: Tableaux, narration, cross-cutting, monologue, duologues, physical theatre and improvisation.
Formal Assessments (those done by all/vast majority of the cohort)	Students will be assessed on the final performance. This will be based around the theme discrimination and will be devised in groups.	Students will be assessed on the monologue performance. This will be performed in a group setting, they will write and perform a monologue using their own devised character.	Students will be assessed on the final performance. This will be based around their chosen stimulus and will be in devised groups. Students will also be assessed on the evaluation of the performance.	Students will be assessed on a collaborative piece. This will be added to each lesson and the final performance will be assessed.
By the end of the year students on course for at least a grade 5 will have a confident ability to create and devise their own performance based around a stimulus. Students will be confident in applying different practitioner styles and techniques in a performance. Students will be able to confidently identify and understanding historical, cultural and social context of any stimulus or starting point and use this to create a performance.				