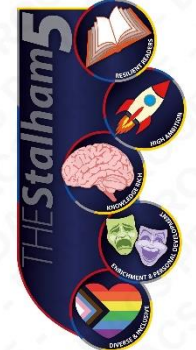










Subject: Drama

Year: 9

Half -Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Themes/ Content/ Units covered</p> 	<p>Performance Skills: Bouncers</p> <p>Application of performance techniques to John Godber's Bouncers.</p> <p>Exaggeration, high energy, fast, clean rhythmic movements.</p> <p>Awareness and sensitive approach when performing stereotypes.</p> <p>Key Skills / Knowledge: Performance techniques, characterisation, subtext, stereotype, blocking and status.</p> 	<p>Devising: War and Duty</p> <p>Devising, performance and analytical skills through the exploration of a topic or theme.</p> <p>Theme: War and Duty</p> <p>Consider the wider roles and responsibilities in a war effort and how these are portrayed on stage.</p> <p>Explore a range of stimuli around the theme of war and how these can be developed through devising into a performance.</p> <p><i>(mock of component 2 from the GCSE)</i></p>	<p>Practitioner: Paper Birds</p> <p>Focus on performing in a specific practitioner's style.</p> <p>British theatre company Paper Birds with a focus on verbatim theatre and physical movement.</p> <p>Key terminology and dramatic vocabulary</p> <p>Apply Paper Birds' practical approach in creating a performance around the Hillsborough disaster.</p> <p>Techniques include the use of ensemble,, physical theatre, space restrictions verbatim.</p>	<p>Stage Combat</p> <p>Stage combat or fight choreography is a specialised technique in theatre designed to create the illusion of physical combat without causing harm</p> <p>Action and reaction</p> <p>B.L.O.O.D (Health and Safety)</p> <p>Process of creating stage combat</p> <p>Narrative and building tension / suspense</p> <p>Physical control</p> <p>Communication, focus, eye contact and collaborative problem solving.</p> <p>Key Skills / Knowledge: Health</p>	<p>Performing Extracts: DNA</p> <p>DNA by Dennis Kelly</p> <p>Read whole play</p> <p>Interpret characters, plot and themes</p> <p>Vocal and practical characterisation skills.</p> <p>Prepare an extract for performance</p> <p><i>(mock of component 3 from the GCSE)</i></p> <p>Key Skills / Knowledge: Characters, plot, narrative, page to stage, characterisation and performance techniques.</p> 	<p>Sweeney Todd the Musical</p> <p>Drama and music project looking at Stephen Sondheim's musical operetta Sweeney Todd.</p> <p>Whole class and smaller group performance of the opening number 'Ballad of Sweeney Todd'.</p> <p>The criminal class of Victorian London's context</p> <p>Use of vocal and physical skills in the creation of suspense.</p> <p>Story telling and characterisation through song.</p> <p>Key Skills / Knowledge: Musical</p>



Stalham High School - Subject Curriculum Overview

		<p>Key Skills / Knowledge: Stimuli, improvisation, devising, stimulus, tableaux, role, plot, narrative, character and interpretation.</p> 	<p>Key Skills / Knowledge: Verbatim theatre, devising, character, direct address, Paper Birds, physical theatre, narration, thought tracking,</p> 	<p>and safety, narrative, balance, line of sight, eye contact, distance, slow motion, genre, and stage combat actions</p> 		<p>theatre, plot, character, tableaux, choreography, movement and performance techniques</p> 
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