



Big Question

AoLE: EXPRESSIVE ARTS	Subject: DRAMA	Year: 9
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of Curriculum
Can you perform it? DNA 10 Things I Hate About You Inside Out Fracture Blood Brothers	In Year 9 there is an expectation that students use and incorporate all the skills developed in Year 7 and 8. Students will complete topics based on <i>Groundhog Day</i> , <i>Photo Freeze Frame</i> , <i>Flashbacks</i> , <i>Split Screen</i> , <i>Narration</i> , <i>Interviews</i> , <i>Seven Deadly Sins</i> , <i>Comedy Sketches</i> and repeating <i>Number Acting</i> and <i>Alphabet Acting</i> . Within these lessons students will learn about <i>Characterisation</i> , <i>Tableaux</i> , <i>Devising Plots</i> , <i>Transitions</i> , <i>Timing</i> , <i>Dialog</i> , <i>Hot Seating</i> , <i>Back Story</i> and different <i>Staging</i> (<i>Proscenium Arch</i> , <i>Thrust</i> , <i>Traverse</i> , <i>In the Round</i>). Theatre plays are explored and performed, for example; <i>DNA</i> which focuses on important issues surrounding education, young people, society and mental health. The class will combine to perform adaptations of <i>10 Things I Hate About You</i> , <i>Inside Out</i> , <i>Fracture</i> and <i>Blood Brothers</i> focusing on different practitioners, techniques and genres (<i>Drama</i> , <i>Romantic Comedy</i> , <i>Disney</i> , <i>Thriller/Courtroom</i> , <i>Musical Theatre</i>).

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can synthesise and apply experience, knowledge and understanding with sophistication and intent when communicating my ideas.</p> <p>I can design creative outcomes to professional and industry-standard with sophistication, clear purpose and intent.</p> <p>I can consider artistic intent, purpose and audience in an informed way when performing, presenting and marketing my creative work.</p>	<p>Invent and develop sophisticated scripts and performances, that are well structured and that utilise different techniques found in this industry of Drama, Film and Theatre.</p> <p>Analyse their own and other students' work, considering intent, purpose and audience. Make comments on characterisation, plot, relationships, body language and facial expressions.</p> <p>Evaluate the effectiveness of their product, commenting on how to improve and what makes it successful using the assessment criteria of performing and writing.</p> <p>Apply technical and physical control into the acting performances, as well as creative ideas and imagination when writing a script or devising a piece of theatre.</p> <p>Perform using the ten points of assessment criteria for performance, demonstrating that all dialog has been learnt, requiring '<i>No Script</i>' and creating realism with a '<i>Feeling of Truth</i>'.</p>
Advancing	<p>I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.</p> <p>I can recognise and articulate strengths to demonstrate resilience and determination to improve. I can perform, produce, design, exhibit and share my creative work showing an awareness of artistic intent and presentation to the audience.</p>	<p>Oracy used efficiently to perform in front of an audience, using the correct volume, tone, range, pitch, tempo and language to best communicate the script on stage and through recordings.</p> <p>Build a portfolio of work by accumulating video and photographic evidence demonstrating good stage presence, proxemics, movement, positioning and other elements of performance.</p> <p>Perform as a character with over thirty lines, utilising all the assessment criteria necessary to achieve Beginning and Securing levels, as well as following stage directions and '<i>Transitioning</i>' between scenes/characters. Also, '<i>Projecting Voice</i>' using elements of oracy and pace, clarity and accent, that demonstrate the characters personality and emotions effectively.</p>
Securing	<p>I can explore and experiment independently and demonstrate technical control with a range of creative materials, resources and tools showing innovation and resilience.</p> <p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary. I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes/outcomes.</p> <p>I can draw upon my familiarity with a range of discipline-specific techniques in my creative work, then perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact on the audience.</p>	<p>Demonstrate security when performing, following the learning objectives and assessment criteria to best demonstrate the script on stage, with no mistakes when filmed.</p> <p>Implement soundtracks and audio recordings within performances to create an atmosphere that is realistic to the scene and demonstrates the mood necessary.</p> <p>Use different camera angles and basic recording techniques that show all the characters on stage and follow the correct transitions and stage directions.</p> <p>Knowledge of the play/script being performed and understand the characters' relationships and connection to the plot. Whilst recognising the genre '<i>Comedy</i>, <i>Mime</i>, <i>Horror</i>, <i>Tragedy</i>, <i>Drama</i>'.</p> <p>Perform relevant assessment criteria necessary for Begging and Securing levels. Whereby, students must use '<i>Facial Expressions</i>' and use '<i>Physical Skills</i>' of gesture, posture and body language to express the characters emotions.</p>



<p>Beginning</p>	<p>I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.</p> <p>I can give and accept feedback as both actor and audience. I am beginning to apply techniques in my creative work with guidance and direction.</p> <p>I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.</p>	<p>Identify the type of character that they are performing as '<i>Protagonist or Antagonist</i>'. Recognising the personality and characteristics of the role, using '<i>Naturalism</i>' illusion of reality. Describe what makes a successful performance, using learning objectives/assessment criteria. Identify areas in which they or their peers can improve their performances and writing. Beginning to implement soundtracks and audio recordings into their performances. Perform in front of the class by staying in character '<i>Fourth Wall</i>', positioning yourself to '<i>Face the Audience</i>' and not block the view of other actors by distancing correctly '<i>Proximics</i>' and utilising levels and space for visual synthetics by '<i>Following Stage Directions</i>'.</p>
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Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p><u>Learning experiences:</u></p> <p>Learners will learn the basics of performing a piece of theatre, through a variety of techniques. Learners will engage in performances, using different types of scripts which they must understand. Learners will devise theatre and record performances on stage in front of an audience of peers.</p> <p><u>National/International Links:</u></p> <p>DNA, 10 Things I Hate About You, Inside Out, Fracture and Blood Brothers are all well-known books, plays, films that can be recognised on the world's stage. The stories have been performed via film, theatre and social media. The performances have provided job opportunities for actors/actresses, costume designers, lighting/digital technicians, script writers and set designers/artists, all viable career options for individuals to explore and make a living on.</p> <p>DNA was written by Dennis Kelly in 2007, with key messages about bullying, gang membership, social responsibility, peer pressure and friendship. The storyline explores the pressures heaped on children/teenagers going through puberty and highlights how weak mentality, wrongful guidance, mixing with the wrong crowd and bad decision making can derail a promising future. Students will learn about modern society and avoiding any illegal activities, along with being honest and pure.</p> <p>10 Things I Hate about You was written by Karen McCullah and Kristen Smith in 1997, with core values of identity, relationships and the importance of being yourself. The storyline derived from the William Shakespeare, Taming of the Shrew, 1590. Students will learn about the different cliques in school and recognise that they are not weird or abnormal, they fit into one of the many different stereotypes. There is a theme on the importance of parenthood, listening to your elders, being dedicated to education and romance, whilst respecting your body.</p> <p>Inside Out was written by Pete Docter in 2015, with core values of mental health and all the emotions that humans have. The storyline has a key message 'There is no such thing as a bad emotion'. The story is very relatable to all of the students, as the main character is followed from birth throughout her childhood and into puberty, following all the emotional and physical changes. Recognising the importance of Joy, Anger, Sadness, Disgust and Fear within your personality.</p> <p>Fracture was written by Dan Pyne in 2005. The theme looks at integrity, honesty and self-belief, within the genre of a detective crime action thriller. Students will learn about deception, power, corruption, evidence and the legal system within a courtroom and throughout a murder case.</p> <p>Blood Brothers was written Willy Russell in 1981, with core values of social class and inequality. The storyline follows twins separated at birth and raised in opposite societal families. Students will learn about the impact of money, politics, family environment and the consequences of violence.</p>	<p><u>Cross curricular links:</u></p> <p>Numeracy: Interview Questionnaires Beginning: Can create open-ended interview questions collaboratively within a group. Securing: Can correctly distinguish the difference between open-ended and closed questions. Advancing: Can answer questions in character, using improvisation within interview scene. Excelling: Can create, identify and utilise different questioning techniques, whilst Hot Seating.</p> <p>DCF: Recording and Creating digital content: manipulating audio and video Beginning: Can record themselves and their group performing, using a camera or tablet. Securing: Can record scenes in sequence and follow stage directions to capture all characters. Advancing: Can edit videos to remove errors made and add soundtrack or relevant audio. Excelling: Can create, edit and organise multimedia components (images, sound and video).</p> <p>Literacy: Script Writing Beginning: Can write from left to right, recognising the alphabetic nature of writing and meaning. Securing: Can write using imaginative, varied and precise vocabulary. Using more difficult words. Advancing: Can use appropriate language, vocabulary, standard forms and higher-level spelling. Excelling: Can use strategies to correctly spell complex and irregular words and phrases.</p> <p>Literacy: Script Reading Beginning: Can understand the storyline and read the script with assistance from teacher. Securing: Can read the script at a slower pace and attempt to express emotion/meaning of words. Advancing: Can confidently read the script as any character and articulate sentences correctly. Excelling: Can read complex texts independently for sustained periods and remember the script.</p> <p>Cross Curricular Themes: School Subjects English: Different languages spoken and cultures. Alternative writing styles and genres. Music: Adding music soundtracks to performances to add tension, humour and other emotions. Music: Correct timing to say lines, reaction time on stage and movement in dance/singing scenes. Maths: Learning about time difference within Split Scenes, Interviews and Number Acting lessons. Art: Drawing storyboards, creating graphs, designing scripts and making props/scenery for plays. PE: Movement on stage, following stage directions/actions and performing body language. History: Learning about different time periods, cultures, historical figures, icons and events. Geography: Learning about different cultures and origins. Whilst, performing in different locations. Welsh: Incorporating the Welsh language into lessons/plays and learning about the Welsh culture. IT/Computing: Using technology to record/edit performances and use lighting/sound boarding. Design & Technology: Making costumes, props, sets and staging for the performances. Life Skills: Learning about different personalities, characteristics, relationships and emotions.</p>



Learning key words, genres, progression steps and evaluation techniques

- Step 1: I can communicate ideas, feelings & memories for an audience > I am beginning to apply techniques in my creative work with guidance & direction > I can perform, produce & design.
- Step 2: I can combine my knowledge, experience & understanding to plan/perform for a range of different audiences/outcomes > I can draw upon a range of discipline-specific techniques.
- Step 3: I can use my experimentation & investigation to manipulate creative work > I can apply specialised technical skills in my creative work > I can perform & produce with artistic intent.
- Step 4: I can synthesise & apply experience, knowledge & understanding with sophistication & intent when communicating my ideas > I can use professionally established techniques confidently.
- Step 5: I can consider artistic intent, purpose & audience in an informed way when performing, presenting and marketing my creative work.
- Step 6: I will explore creative dramatic situations and evolving characters. Reflecting on how they would personally respond to events and characters.
- Step 7: I will use improvisations to discover effective ways of communicating stories and use different techniques to generate different audience reactions, feelings and perceptions of performance.
- Step 8: I will regard the drama classroom as a laboratory for dissection and investigation of human experience.

Cultural, Historical & Aesthetic Context > Knowledge, Skills & Concepts of the Art Form	School Curriculum benefits for Drama
<p>Introducing students to a wide range of dramatic texts and forms and encouraging an interpretation of them.</p> <p>Helping students understand the cultural and historical context in which drama originates and is performed.</p> <p>Learning how to speak and move with fluency and clarity of intention, while introducing different performance styles.</p> <p>Developing critical awareness, understanding social context and improving creative thinking by interpreting characters and scripts.</p> <p>Enhancing the ability to work collaboratively with others, through planning and problem-solving.</p> <p>Considering the needs of the audience by watching, listening and recognising personal, emotional and intellectual responses.</p>	<p>Promotes self-expression</p> <p>Builds self-confidence</p> <p>Enhances creativity</p> <p>Encourages co-operation</p> <p>Improves reading, writing, oracy, literacy and numeracy skills</p> <p>Amplifies ability to self-reflect and evaluate</p>

Assessment (How will we know that students have learnt what we taught them?)

<p><u>Formative assessment:</u></p> <p>Performances in practice, responses to questioning and student peer assessment.</p>	<p><u>Summative assessment:</u></p> <p>Video Performances and Photographic evidence of written work in lessons.</p>
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Evaluation (to be completed 2024)

Strengths	Areas for Development	Pupil Voice