

Subject: Year 9 Drama

Year 9 Curriculum Intent: The Drama department strives to give students a challenging and diverse curriculum that incorporates conceptual level thinking via our theme approach. We are dedicated to encouraging our pupils to use their creativity and individuality to investigate issues using varied styles, language, and creative skills. The verbatim text *Game Over* by Mark Wheeler teaches students everything there is to know about the perils of staying safe online. Students will investigate the life and death of Breck Bednar by using his friends' and family's actual words as a guide. In order to contrast the text's realism, students will get a deeper comprehension of juxtaposing techniques with an emphasis on abstract theatre. In order to enhance their understanding of devising theatre, students will investigate a range of stimuli, such as song lyrics, props, artwork, and photos. Students will get knowledge on how to construct original situations and develop them in an unconventional manner. Students will discover how Bertolt Brecht altered our perception of theatre as well as the rationale behind removing the audience from the characters' thoughts, feelings, and emotions in favour of a didactic approach. Students will use the story of Derek Bentley and Christopher Craig—*Let Him Have It*—to examine the themes and concerns of joint enterprise and the criminal justice system. They will learn how to use persuasive language to show how Craig befriended Bentley and explore vocal intonation to define the different meanings of the fatal words 'let him have it, Chris'.

	Scheme 1: Devising Theatre	Scheme 2: <i>Game Over</i> by Mark Wheeler	Scheme 3: <i>Let Him Have It</i> – The story of Derek Bentley and Christopher Craig
Acquire	Pupils will gain an understanding of creating abstract pieces of theatre through the style of Bertolt Brecht.	Pupils will gain an understanding of Verbatim theatre and the dangers of online safety.	Pupils will gain an understanding of the story of Derek Bentley and Christopher Craig. They will explore the justice system and argue their opinion
Apply	<p>Understanding some of the practitioner Bertolt Brecht and his theory of surrealism</p> <p>Understanding the term stimulus and the different types</p> <p>Understanding how to create theatre from a stimulus</p> <p>Experimenting with ideas for creating theatre</p> <p>Breaking the 4th wall to directly speak to the audience</p> <p>How Gestus is used to present social issues</p> <p>How to educate an audience through theatre</p> <p>The idea of minimalist props, costume and set.</p>	<p>An Overview of the storyline, characters and themes of the text</p> <p>Understanding verbatim Theatre</p> <p>Using non- naturalistic techniques to create theatre</p> <p>Understanding how to create Off-Text Improvisation</p> <p>Understanding the importance of keeping safe online.</p> <p>Demonstrating accurate characterisation and character relationships</p> <p>Creating non-naturalistic theatre using drama conventions</p> <p>Understanding character emotions and how to show this</p> <p>Experiment with structure and sequence</p>	<p>An overview of the storyline</p> <p>Characters and themes of the story</p> <p>The social and historical context of London in the 1950s and the stereotypical family</p> <p>Persuasive language</p> <p>Capital punishment</p> <p>Explore the controversy around the story and have opinions on capital punishment</p> <p>Use an effective flashback</p> <p>The contrasting characters and the relevance of hooking the audience with different characters</p> <p>Using drama conventions to explore the message of the story</p> <p>Joint enterprise and the law today</p> <p>Use a conscience corridor and split screen to build an understanding of the characters thoughts and fears.</p>

			How experimenting with vocal skills can convey different meaning in the line 'Let him have it' The interpretation of words
Vocabulary	Devising Stimulus Abstract Gestus 4 th wall Audience Address Didactic Alienation	Verbatim Theatre Off Text Improvisation Physical skills Montage Still Image Physical Theatre Slow Motion Split Screen Role on the Wall Hot Seating Conscience Corridor Choral Speech T.I.E (Theatre in Education)	1950's culture Stimulus Improvisation Tension Monologue Status Cross-cutting Hot seating Role play Narrator Thought tracking Forum theatre Surrealism
Assessment	Students will show how to devise their own piece of theatre using specific styles and techniques linked to the practitioner.	Students will perform an extract of the play in small groups using performance skills required for the role.	Students will create a piece of persuasive language, with accurate reference to the characters and roles of the theme.