

## Medium Term Planning Document: DRAMA Year 9 2023-24

### Curriculum Intent:

### **Curriculum Intent Statement:**

#### Intent, Implementation, and Impact Statement for Drama in a Secondary School

#### **Drama vision at Northampton Academy: Miss Henry-Moore's WHY**

#### **Our drama curriculum at Northampton Academy should...**

- A. **Prepare pupils for their future through the core transferrable life skills that the subject gives you, including confidence.**
  - 1) **Promote a love for drama and acting, giving pupils a creative outlet.**
  - 1) **Provide a safe space for expression, giving pupils a forum to explore their voice on matters of importance.**
- D. **Support the growth of a performing arts culture at Northampton Academy, linking into our character values with leadership opportunities and initiatives to give back to the community.**

## Intent

### **1. Cultural and Artistic Awareness**

The intent behind the Drama curriculum in this Secondary School is to help pupils develop a deep cultural and artistic awareness. Through the study and practice of drama, pupils will explore a range of theatrical forms, genres, and styles, as well as engage with diverse cultural and historical contexts, providing cultural capital. This will enable them to develop a strong understanding of the importance of drama in society and embrace its wider cultural significance.

### **2. Creativity and Expression**

The Drama curriculum aims to cultivate pupils' creativity and expression. Pupils will have opportunities to devise, perform, and critically analyse dramatic pieces, encouraging them to explore their imaginations, experiment with different approaches, and take risks in their creative choices. Through these experiences, pupils will enhance their communication skills, self-confidence, and self-expression, both on and off the stage.

### **3. Collaboration, Teamwork and Leadership**

Another crucial aspect of the Drama curriculum is to foster collaboration and teamwork. Pupils will engage in group work, ensemble performances, and devised projects that require effective communication, co-operation, and shared responsibility. This will help them develop essential skills in working collaboratively, respecting diverse opinions, and resolving conflicts, contributing to their personal and social development.

In addition to this, leadership skills are nurtured in Drama too: pupils have the opportunity to lead their group on a vision and part of their assessment criteria will begin to introduce leadership and challenge success criteria, in addition to 'director tasks,' giving learners the opportunity to speak up and shape their group's piece.

### **4. Critical Thinking and Analysis**

The Drama curriculum intends to enhance pupils' critical thinking and analysis skills. Through the study of texts, performances, and theatrical techniques, pupils will learn to interpret and evaluate dramatic works, understanding the intentions of playwrights and directors. They will develop the ability to analyse performances, identify design elements, and critically reflect on their own and others' work, thus nurturing a more discerning and reflective approach to the subject.

### **5. Empathy and Understanding**

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Building empathy and understanding is a key part of the Drama curriculum's intent. Pupils will explore a variety of roles, characters, and situations, enabling them to appreciate different perspectives and experiences. Through drama, pupils will learn to empathize with others, explore complex social issues, and develop a greater awareness and understanding of diverse cultures, backgrounds, and identities.

### 'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- HT1  
The purpose of this unit is to introduce pupils to another fundamental practitioner, Bertolt Brecht. Pupils need to know about his influence on modern theatre and his innovative practices plus his political and social commentary.  
Pupils touched on a political stimulus in Year 8 (Banksy image with the red balloon), when devising using Paper Bird's practices but this unit did not stipulate political theatre needed to be made. Pupils were introduced to social/ historical/ cultural context in Year 8, when studying Billy Elliot. This unit naturally follows on from this as context typically interlinks with politics and thus would help pupils to create a more powerful performance.  
This unit opens up the idea that theatre can be used to create change and for theatre makers to make a stand on an issue that is important to them.
- HT2
- HT3
- HT4
- HT5
- HT6

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The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

Drama	Year 9 – Module 1			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy Lesson
<b>Brecht and Epic Theatre</b>  <a href="#">HT1 SOW Devising Political Theatre and Brecht.docx</a>  <a href="#">Year 9 Autumn Autumn assessment sheet.docx</a>	LO: Respond to a different type of stimuli, a song. Create an array of performance ideas from this song.	Bell Work Recall Quizzes MWB formative assessment in lessons Spotlight: showing work back	<a href="#">1. Responding to a stimulus-song Yr9.pptx</a>	<a href="#">Epic Theatre</a>
	LO: Recall Brecht’s practices and apply them to our new devised performance.		<a href="#">2. Intro to Brecht.pptx</a>	<a href="#">Using Placards</a>
	LO: Recall Brecht’s practices and apply them to our new devised performance, creating a piece of political theatre.		<a href="#">3. Placards Yr9.pptx</a>	<a href="#">Gesture in a Scene</a>
	LO: Perform our mock performance to an audience and receive peer feedback, reflecting on how successfully we’ve used Brecht’s methods to create a piece of political theatre.		<a href="#">4. Peer feedback and performing Yr9 HY1.pptx</a>	<a href="#">Politics and Brecht Today</a>
	LO: Review our performances from last lesson and set ourselves a target from this (and from peer/ teacher feedback). Respond to new stimulus.		<a href="#">5. Setting ourselves targets Yr9.pptx</a>  <a href="#">Lyrics for Week 5 Yr9.docx</a>	
	LO: Develop political theatre ideas for our end of term assessment, using Brechtian practices.		<a href="#">6. Creating A Brechtian Performance Yr9.pptx</a>	

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	LO: Develop political theatre ideas for our end of term assessment, using Brechtian practices.		<a href="#">7. Meeting our self set target Brecht Yr9.pptx</a>	
	LO: Perform our end of term assessment.		<a href="#">8. Performing Yr9 HT1.pptx</a>	
	<b>Key Words: Tier 3 vocab shown on the KO at the start of every lesson and then on each powerpoint slide</b> Epic Theatre, The 'V' Effect, The Fourth Wall, 3rd Person Narration, Monologue, Placards, Gestus, Narrative Structure <a href="#">HT1 Brecht and Political Theatre.pptx</a>			

Drama	Year 9 – Module 2			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy Lesson
		Bell Work Recall Quizzes MWB formative assessment in lessons Spotlight: showing work back		<a href="#">What is Devising?</a>
				<a href="#">Using Poetry for Devising</a>
				<a href="#">Creating a character</a>
	Flowing Sentences			
	<b>Key Words: Tier 3 vocab shown on the KO at the start of every lesson and then on each powerpoint slide.</b> <a href="#">HT2 Woman in Black.pptx</a>			

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### Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2 (for the knowledge test) and the end of HT1 for the practical assessment. The knowledge test will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

Drama	Year 9 – Module 3			Links to Oak Academy Lesson
Topic	Content	Formative Assessments?	Link(s) to an example lesson	
		Bell Work Recall Quizzes MWB formative assessment in lessons Spotlight: showing work back		<a href="#">Introduction to Verbatim Theatre</a>
				<a href="#">Interviews to Monologues</a>
				<a href="#">Making the Drama</a>

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	<b>Key Words:</b>			

Drama	Year 9 – Module 4			Links to Oak Academy Lesson
Topic	Content	Formative Assessments?	Link(s) to an example lesson	
		Bell Work Recall Quizzes		<a href="#">Introduction to Verbatim Theatre</a>



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		MWB formative assessment in lessons		<a href="#">Interviews to Monologues</a>
		Spotlight: showing work back		<a href="#">Making the Drama</a>
<b>Key Words: Interview, Transcript, Recorded delivery, Observation, Cross-cutting, Split-stage.</b>				

<b>Drama</b>	<b>Year 9 – Module 5</b>			<b>Links to Oak Academy Lesson</b>
<b>Topic</b>	<b>Content</b>	<b>Formative Assessments?</b>	<b>Link(s) to an example lesson</b>	
		Bell Work Recall Quizzes		

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		MWB formative assessment in lessons		
		Spotlight: showing work back		
	<b>Key Words:</b> .			



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Drama	Year 9 – Module 6			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy Lesson
<b>Film trailer making</b>  <a href="#">Year 9 Module 6 Booklet and Knowledge Organiser.docx</a>  <a href="#">SOW.docx</a>	Elevator pitch	Bell Work Recall Quizzes MWB formative assessment in lessons Spotlight: showing work back	<a href="#">1. Yr9 film pitching a concept.pptx</a>	
	Foley artistry		<a href="#">2. Yr9 Foley artistry.pptx</a>	Diegetic and Non-Diegetic <a href="https://www.thenational.academy/pupils/programmes/music-secondary-year-9-l/units/using-technology-musically-film-music-2371/lessons/what-is-the-difference-between-diegetic-and-non-diegetic-sound-69hk2c/overview">https://www.thenational.academy/pupils/programmes/music-secondary-year-9-l/units/using-technology-musically-film-music-2371/lessons/what-is-the-difference-between-diegetic-and-non-diegetic-sound-69hk2c/overview</a>
	Set and costume designing		<a href="#">3. Yr9 Set and Costume Design.pptx</a>	
	Filming p1		<a href="#">4. Filming on Chromebooks.pptx</a>	
	Filming P2		<a href="#">5. Filming on Chromebooks week 2.pptx</a>	
	Editing on Macs/ IMovie		No lesson yet made on this as there was not enough time.	
	<b>Key Words:</b> <a href="#">Year 9 Module 6 Booklet and Knowledge Organiser.docx</a>			

### Summative Assessment:

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Pupil End of Year Assessments will take place in half-term 5. These will cover all content taught in the year. This assessment will inform pupil Rank Order in the subject.

This assessment will be formed of three parts and marked out of 70. It will be broken down as follows:

- Assessment of performance – **40 marks**
- Knowledge Quiz – **30 marks**

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Drama		Year 9 – Module 6	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
DNA	Introducing DNA – Pace and Pauses	Bell Work Recall Quizzes Spotlight: Showing work back	<a href="#">Introducing DNA – Pace and Pauses</a>
	Staging Power – Set Design and Status		<a href="#">Staging Power – Set Design and Status</a>
	Thought-Tracking – Leah and Phil		<a href="#">Thought-Tracking – Leah and Phil</a>
	GCSE content: The 8-marker – Adam’s return		<a href="#">GCSE content: The 8-marker – Adam’s return</a>
	Off-Text Improvisation: The Future		<a href="#">Off-Text Improvisation: The Future</a>
<b>Key Words:</b> Pace, Pause, Set Design, Status, Thought-tracking, Physical and Vocal skills, Off-text improvisation.			