

## Roundwood Park School Curriculum Map – DRAMA (YR9)

*A curriculum that stimulates curiosity, values diversity and offers challenge.*

*We help every student to love learning for life, to follow their passions and to reach their full potential.*

| Year Group 9                      | Autumn Term 1  | Autumn Term 2 | Spring Term 1  | Spring Term 2  | Summer Term 1 | Summer Term 2   |
|-----------------------------------|--|---------------|--|--|---------------|---|
| Unit of Work                      | Blood Brothers   |               | Stage Fighting   | Knife Crime  |               | Devising Exam   |
| Key Knowledge or Enquiry Question | Introduction to the characters<br>Staging the opening scene<br>Exploring the context<br>Introducing Mrs Lyons Creating an impact through staging<br>Understanding subtext and its effects<br>Contextualising the whole plot<br>Exploring the psychology behind the relationships<br>Extended assessment  |               | Introduction to the fundamentals of keeping each other safe.<br>Falls and floor work<br>Lifts and grabs<br>Grapples and props<br>Creating a context for a stage fight<br>Extended assessment   | Establishing setting and introducing the victim<br>Considering how the real event affected those closest to it<br>Identity and self-image<br>How to have challenging conversations<br>Persuasion and mob mentality<br>The effect of gangs on the community<br>Character background and pre-determinism<br>Extended assessment  |               | Guided exam task using Brechtian devising techniques<br>Planning and constructing ideas in response<br>Rehearsing and Developing ideas<br>Performance and Evaluation of Ideas.  |
| Concepts Key Vocabulary           | Design – Sound 3– Incidental, foreground background, underscoring, Location, Time of day, Speaker placement, cue sheet, added effects, Directing - Cross– cutting, Style and Genre, Themes, Context, Subtext, Marking the moment, Choral voice 2<br><br>Performance Skills– Voice—the 3 Ps, Poise, Light/strong, free/bound, Characterisation 1, Submission/Dominance, Displacement gestures<br>Cult. Cap. focus — What judgements do we make about others based on their backgrounds? |               | Design – Costume 3<br>Broken down, Genre, practicality, fitment, Allegiance, Costume props, Era<br>Directing - Stage terms, H&S, Cues, Cueing, Audience placement, Measuring, Mise-en-scene<br><br>Performance Skills– Non-contact, Distance Eye contact Stance and Balance Reverse/pulled energy Masking Timing, Knaps<br>Cult. Cap. focus — How do I keep myself and my partner safe whilst creating something that looks violent to others? | Design - Light 3—ASSSD Lantern types, Programming and operating, Focusing (lanterns) Gel frames and barndoors, Lighting cue sheet, Hard edge/soft edge, Angles<br>Directing - Forum theatre, Conscience alley, Linear/non-linear, Research, Character arc, Actioning<br><br>Performance Skills– Direct/indirect, Sustained/quick, Proxemics, Characterisation 2, Displacement gestures<br>Cult. Cap. focus — What is happening on an individual and societal level that means some people only see violence and gang membership as a way to a better life. |               | Design – Staging 3—ASSSD Types of stage, style (naturalistic/Representative)<br>Context, Transitions, Box set, Significant props.<br>Directing - Epic theatre, plausibility, ‘Why me, why this, why now?’<br>Time frames, Message<br><br>Performance Skills– Choral movement 2, Multi-rolling, Actioning, Gestus, Monologue<br>Cult. Cap. focus — Can I understand how I inhabit space better in order to communicate more effectively? |
| ASPIRE Habits                     | RESOURCEFUL & RESILIENT LEARNERS   |               | RESPONSIBLE LEARNERS   | RESOURCEFUL & RESILIENT LEARNERS   |               | RESPONSIBLE LEARNERS  |
| Reading Opportunities             | Blood brothers Willy Russell<br>Contextual articles of the time of writing   |               | Stage combat unarmed: Roger Bartlett.  | News and online articles relating to current stories involving knife crime and youth violence.   |               | Current articles of interest that students will base their piece on.  |