

Year 9 Big Picture

<i>Autumn 01</i> <i>Weeks 1 – 7 (7 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 14 (7 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 21 (6 weeks)</i>
Devised Performance Peer pressure Stimulus- stones Students will devise a short performance using conventions about a group of teenagers who make the mistake of throwing stones at cars. They will have to consider how peer pressure works, how it can go wrong and how to deal with consequences. Conventions: Still image Thought track/direct address Mime/slow motion Smooth transitions Character voice-face-body-space Evaluation after performance	Brecht and Theatre for social change Conventions: Gestus Direct address Placards Choral speech Splitrole/multi role Stimulus: Peer pressure Social media They will use this information to create a performance that raises awareness for a young audience using Brechtian Epic Theatre Conventions	Scripted/devised DNA by Dennis Kelly Students will learn about 2 short extracts from DNA Dennis Kelly Character Context Characterisation They will develop skills to perform as the characters for a 2-5 min performances Using: line learning Tone of voice Facial expressions Body language Use of space They will perform in a naturalistic way

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Assessment Objectives	Assessment Objectives	Assessment Objectives
-Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience	To use conventions with confidence when required. -To show a clear characterisation using tone of voice, facial expressions, body language and use of space. -Stay in character-sustain the role without laughing throughout the performance. -Face the audience for the whole performance -I will be performing for an impact on my audience.	-Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience To use conventions with confidence when required. -To show a clear characterisation using tone of voice, facial expressions, body language and use of space. -Stay in character-sustain the role without laughing throughout the performance. -Face the audience for the whole performance -I will be performing for an impact on my audience.
	Big Test – Scripted performance	Big Test – Scripted performance Big Test- students will perform a a 2-5 minute scene from DNA Dennis Kelly
<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i>
Costume Design Develop an understanding the design concepts in costume theatre. - Characters personality - use of materials	Devising from a stimulus- students will be given a single word and a target audience- to replicate the Btec external exam unit Students will be taught a series of workshops on the topic and how to use conventions to bring it to life.	Devising from a stimulus- students will be given a single word and a target audience- to replicate the Btec external exam unit Students will be taught a series of workshops on the topic and how to use conventions to bring it to life. Conventions could be used and repeated:

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• shape • texture • colour Stimulus DNA Dennis Kelly	Conventions could be used and repeated: Still image Thought track Puppetry Mime Slow motion Synchronised speech/movement Body as prop Angel vs devil Voices in the head	Still image Thought track Puppetry Mime Slow motion Synchronised speech/movement Body as prop Angel vs devil Voices in the head
Assessment Objectives To discuss the elements of performance/ design with confidence. -To analyse the strengths and weaknesses of my own/others performance. -To listen to others ideas and be able to develop or challenge them. -To be able to use the drama terminology with confidence. -I will be evaluating the impact on my audience.	Assessment Objectives -Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience To use conventions with confidence when required. -To show a clear characterisation using tone of voice, facial expressions, body language and use of space. -Stay in character-sustain the role without laughing throughout the performance. -Face the audience for the whole performance -I will be performing for an impact on my audience. To discuss the elements of performance with confidence. -To analyse the strengths and weaknesses of my own/others performance. -To listen to others ideas and be able to develop or challenge them.	Assessment Objectives -Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience To use conventions with confidence when required. -To show a clear characterisation using tone of voice, facial expressions, body language and use of space. -Stay in character-sustain the role without laughing throughout the performance. -Face the audience for the whole performance -I will be performing for an impact on my audience. To discuss the elements of performance with confidence. -To analyse the strengths and weaknesses of my own/others performance. -To listen to others ideas and be able to develop or challenge them.

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	-To be able to use the drama terminology with confidence. -I will be evaluating the impact on my audience.	-To be able to use the drama terminology with confidence. -I will be evaluating the impact on my audience.
	Big Test – Students will prepare a 2-3 minute devised performance based upon a given stimulus	