

Year 9 Big Picture 2023-2024

| <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> |
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| <p>Performance Style</p> <p>Brecht and Political Theatre</p> <p>Conventions and literacy: Gestus Direct address Placards Choral speech Splitrole/multi role</p> <p>Students will research and collate information relating to the climate crisis/ global warming/ displacement. They will use this information to create a performance that raises awareness for a young audience using Brechtian Epic Theatre Conventions</p> <p>INDEPENDANT LEARNING:</p> | <p>Scripted/devised</p> <p>Refugee boy</p> <p>Stage combat Trust Safety Blocking Rehearsal Annotation Develop an understanding of student’s confidences abilities acting: techniques and literacy: context-voice-face-body-space- techniques for lifting Improvisation</p> <p>INDEPENDANT LEARNING: context study</p> | <p>Devised Performance</p> <p>SMSC- Peer pressure</p> <p>Stimulus- stones</p> <p>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.</p> <p>Conventions: Still image Thought track/direct address Mime/slow motion Smooth transitions Character voice-face-body-space</p> <p>INDEPENDANT LEARNING: convention analysis</p> |
| <p>Assessment Objectives</p> <p>AO1: <i>Demonstrate knowledge and understanding from across the subject</i></p> | <p>Assessment Objectives</p> <p>2.1.2 Performance</p> <ul style="list-style-type: none"> Devised drama: voice, movement, interaction, development through improvisation, narrative structure | <p>Assessment Objectives</p> <p>2.1.2 Performance</p> <ul style="list-style-type: none"> Devised drama: voice, movement, interaction, development through improvisation, narrative structure |
| | <p>Big Test – Scripted performance</p> | <p>Big Test – Scripted performance</p> |

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| | <p>Students must prepare a 2-3 minute scene and a costume/set design for Refugee boy</p> <p>Non Performers will create an annotated script and a lighting design for the scene</p> | <p>Students must prepare a 2-3 minute scene and a costume/set design for Refugee boy</p> <p>Non Performers will create an annotated script and a lighting design for the scene</p> |
| <p><i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i></p> | <p><i>Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i></p> | <p><i>Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i></p> |
| <p>Developing Oracy skills: presentation</p> <p>Costume/Set Design</p> <p>Develop an understanding the design concepts in costume theatre.</p> <ul style="list-style-type: none"> • consideration of the performance mood and themes • use of materials • period and style • shape • texture • colour <p>INDEPENDANT LEARNING: create the presentation</p> | <p>Devising from a stimulus-</p> <p>students will be given a single word and a target audience-to replicate theBtec external exam unit</p> <p>Students will be taught a series of workshops on the topic and how to use conventions to bring it to life.</p> <p>Conventions could be used and repeated:</p> <p>Still image Thought track Puppetry Mime Slow motion Synchronised speech/movement Body as prop Angel vs devil Voices in the head</p> <p>INDEPENDANT LEARNING: rehearsal log</p> | <p>Devising from a stimulus-</p> <p>students will be given a single word and a target audience-to replicate the Btec external exam unit</p> <p>Students will be taught a series of workshops on the topic and how to use conventions to bring it to life.</p> <p>Conventions could be used and repeated:</p> <p>Still image Thought track Puppetry Mime Slow motion Synchronised speech/movement Body as prop Angel vs devil Voices in the head</p> <p>INDEPENDANT LEARNING: rehearsal log</p> |

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| <p>Assessment Objectives 1.2.1 Performance skills</p> <p>Drama:</p> <ul style="list-style-type: none"> • interpretation and development of character • clarity of chosen acting style/genre • use of movement and gesture • use of voice • response to text | <p>Assessment Objectives</p> <p>2.2.1 Creating original work</p> <p>Devised drama:</p> <ul style="list-style-type: none"> • knowledge and use of devising processes • communication of character • use of movement and gesture • use of voice in relation to character • interaction with other performers (if relevant). | <p>Assessment Objectives</p> <p>Assessment Objectives</p> <p>2.2.1 Creating original work</p> <p>Devised drama:</p> <ul style="list-style-type: none"> • knowledge and use of devising processes • communication of character • use of movement and gesture • use of voice in relation to character • interaction with other performers (if relevant). |
| | <p>Big Test –</p> <p>Students will prepare a 2-3 minute devised performance based upon a given stimulus</p> | <p>Big Test –</p> <p>Students will prepare a 2-3 minute devised performance based upon a given stimulus</p> |