

DRAMA & YEAR 9/ SKILLS

Curriculum core purpose. Intent

Skills are a key part of the GCSE curriculum as students need to comment on how they have used them in performance, each SoW is designed to engage with the students and are scaffolded so that each skill builds onto another one

This unit continues to develop students skills, building on those that they have learnt in Years 7 and 8, new skills including physical theatre are introduced

Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama work based on a wide variety of subject matters and stimuli. Students are also encouraged to take responsibility for their own actions, by learning what is right and wrong through effective communication, cooperation and sensitivity. Lessons also ensure all students work with all other students within the classes, regardless of race, religion, background, gender or sexuality while they interact with a number of poetic and artistic texts to act as stimuli for their work

Content-Knowledge and Skills.

Students are able to develop skills learnt at KS3 and develop new skills focussing on physical theatre, something that is key when creating own performances or studying different practitioners

Subject specific pedagogy

Scaffolding of tasks and modelling of examples are used so that students are able to build on prior learning
Examples of performance companies using skills to create stage plays

Resources and support

Questioning is differentiated so that all learners can contribute to the lesson. Choice of activity is given so that the learning is more personalised. +1 challenge offered for those who want to extend their learning

Feedback, assessment and progress.

How are students assessed? How does this demonstrate progress?
Half termly performance assessments focussed on genre in particular and the use of different ones for a specific purpose (recreating the story of Humpty Dumpty using difference genres), progress is charted through assessment sheets and students complete DIRT tasks related to this
How do children receive feedback on their learning?
Verbal feedback given throughout lessons both on performances and while they are rehearsing to develop their learning
How is feedback used to inform planning/ SoL?
DIRT tasks are used to develop own progress, students take control of their Next Step so they can make their learning more personalised from the feedback given to them, they also can compare their previous assessment grades from Year 7 to see how much progress they have made between the years

Habits

Here you might consider the minimum skills you would want students to have developed through the learning tasks and pedagogy in your subject lessons over the course of this year. See example below.
Year 9:
Resilance – learning new skills to develop learning
Creativity – using their imagination to create performances
Collaboration – working in groups to create an interesting performance, using each others ideas to create final piece