

	<b>Intent: To confidently apply performance skills and techniques based around theatre practitioners work using different stimuli. To encourage and apply analytic and critical thinking and communication whilst working collaboratively.</b>			
<b>Drama Year 9</b>	<b>Devising Project- Sept- Dec</b>	<b>Frantic Assembly- January- Feb</b>	<b>Blackout- March-April</b>	<b>The Performing Arts- April-July</b>
<b>Knowledge</b> (facts, information, concepts and key terminology)	When doing their devising project, students will be exploring different devising skills and practitioners and using stimulus to create performance.	When studying Frantic Assembly, students will learn what Physical Theatre is and who Frantic Assembly are. They will learn about the Frantic Method and how to incorporate this into a performance.	When studying Blackout, students will use their knowledge from the Frantic Assembly scheme of work and incorporate these into a script. They will also expand their knowledge on characterisation and the type of characters we see within the story/script.	When studying 'The Performing Arts' students will explore the world of the performing arts, understanding the different jobs and roles. This will be done by following a brief.
<b>Understanding</b> (ability to connect and synthesise knowledge within a context)	Students will develop an understanding of the devising process and how we use skills and stimulus as tools to creating. They will use rehearsal, discussion and collaboration to develop their own performance based on a stimulus.	Students will develop an understanding of Frantic Assembly; how Physical Theatre enhances performance. They should understand the techniques they can use to develop a physical theatre performance.	Students will develop an understanding of how physical theatre can be embedded into a script. They will use rehearsals, discussion and collaboration to create performances based on the script.	Students will develop an understanding of the different roles of directors, set designer, costume designers and technicians. Students will also look at CV's and show reels and gain an understanding of how to apply for jobs within the performing arts.
<b>Skills</b> (successful application of knowledge and understanding to a specific task)	Students will demonstrate their knowledge and understanding by using these techniques in performance: naturalism, non-naturalism, cross-cutting, docudrama, characterisation.	Students will demonstrate their knowledge and understanding through the ability to use these techniques in performance: Round-by-through, Chair Duet, body as a prop and music	Students will demonstrate their knowledge and understanding through their ability to use these techniques in performance: Round-by-through, Chair Duet, body as a prop, music and script work.	Students will demonstrate their knowledge and understanding through their ability to use different performance and design techniques to meet the demands of a brief.
<b>Formal Assessments</b> (those done by all/vast majority of the cohort)	Students will be assessed on the final performance. This will be based around a chosen stimulus and will be devised in groups.	Students will be assessed on a performance of a chair duet. This will be performed in a group setting, they will create and perform this within a given scenario.	Students will be assessed on the final performance. This will be based on a section/scene from the play, they will be assessed on their ability to incorporate skills into a script but also on their characterisation.	Students will be assessed on a collaborative piece. This will be added to each lesson and the final performance/design piece will be assessed.

By the end of the year students on course for at least a grade 5 will have a confident ability to create and devise their own performance based around a stimulus. Students will be confident in applying different practitioner styles and techniques in a performance. Students will be able to confidently identify and understanding historical, cultural and social context of any stimulus or starting point and use this to create a performance.