



<b>Subject:</b> Drama	<b>Year Group:</b> 9	<b>Unit:</b> DNA
<b>Unit objectives:</b>  Students will develop their understanding of the key principles of collaborative working in Drama. They will also continue to develop and consolidate their understanding of key drama terminology, mediums and elements to enable them to approach practical drama tasks knowledge and awareness of success criteria.		

<b>Context for study:</b> Students will have already developed knowledge and understanding of key drama principles, mediums and elements which have informed their year 7-8 performance work. This year acts as a consolidation of that knowledge preparing students with the understanding of theatre and drama that they need in order to progress to KS4 GCSE drama if they opt for it. In their first term of year 9, they have been introduced to 'Cookies' A Theatre in Education project piloted by The National Theatre and written and directed to be performed for audiences of young people. The project explores the impact and reality of living in a technology driven society, focusing particularly on the impact of social media on young people. The project and accompanying lessons will enable students to not only continue to develop drama skills, but will also allow them to explore, through drama, their world and their place within it, encouraging self-reflection, discussion and questioning. This scene of work has strong links with PSHE and culminates in group assessment pieces.
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Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- To know the main themes that exists within the play DNA
- To know the term gang and be able to offer a basic definition
- To know the different types of 'gangs' that exist
- To know the terms **STILL IMAGE** and **FREEZE** frames and understand their meaning
- To know the terms **PROJECTION**, **PACE** and **PITCH** when referring to use of vocal skills in performance
- To know the difference between the terms **STILL IMAGE** and **FREEZE FRAMES**
- To know the meaning of **GESTURE** in relation to physicality in drama
- To know the meaning of **THOUGHT TRACKING** and how to use this skill effectively within drama
- To know the 5 ingredients for a successful **STILL IMAGE**: Facial expression, body language, stillness, levels and audience viewpoints
- To know the term Peer pressure and understand its place within the play DNA
- To know that **TONE** can be used to communicate different character emotions
- To know that **VOLUME** can be used to communicate different character emotions
- To know the word POSTURE and understand how it can be used to communicate meaning when working in role.
- To know the meaning of the term **ROLE PLAY** and to be able to describe how it can be used to explore ideas in drama
- To know the success criteria for devising and rehearsing an effective **ROLE PLAY**
- To know the difference between the terms **DEVISING** and **SCRIPTED**
- To know the plot of Scene One of DNA

## The Warriner School Subject Curriculum Map

- To know the names and character traits of the main characters involved in Act One
- To know the outside influences and **SOCIAL, CULTURAL, HISTORICAL, POLITICAL** context of the play DNA and how this influenced the playwrights creative decisions about the text
- To know and be able to name at least 7 of the **KEY THEMES** within the play DNA
- To know the **PLAYWRIGHTS' INTENTIONS** for DNA
- To know the meaning and conventions of **IN YER FACE** theatre and it's links to DNA
- To know the terms **BODY LANGUAGE** and **FACIAL EXPRESSION** and how these can be used to communicate meaning and explore character traits
- To know the importance of eye contact and focus when working in role ##
- To know the term **PROXEMICS** and understand how the **PROXEMICS** used within performance work
- To know the role of the DIRECTOR and their impact upon performance work
- To know the ways in which **POWER AND STATUS** shifts can create tension and communicate character relationships
- To know the meaning of **OFF TEXT IMPROVISATION**
- To know the difference between **SCENES** and **ACTS**
- To know the importance of sustaining and maintaining character within a performance and the impact that falling out of role can have on the audience experience.
- To know the importance of audience **SIGHTLINES** and know the important role that the use of **SPACE, LEVELS** and **PROXEMICS** plays in this
- To know the term, **CHARACTERISATION**
- To know how to use their skills as a reflective practitioner to reflect upon and improve their work in light of teacher/peer feedback.
- To know how to successfully evaluate the work of others looking for areas of success and areas for improvement/refinement
- To know the term **IMPROVISATION** and understand how this can be used to build and create scenes in drama
- To understand different methods for approaching **IMPROVISATION** and to be able to use these within rehearsal
- To know the term **REHEARSAL** and understand the success criteria for an effective rehearsal
- To know the term **AUDIENCE** and understand the important role they play in drama.
- To know the term **PHYSICAL THEATRE**
- To know the term **NARRATION** and how it can be used within improvised scenes
- To know the term **TEACHER IN ROLE** and be able to respond appropriately as an active participant
- To Know the term **HOT SEATING** and be able to respond appropriately as a character in role using a variety of characterisation skills

### Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Some students may find difficulty differentiating between the characteristics and traits of the different characters. Regular quick quizzes at the start of lessons and offering character nick names which summarise the characters attributes will help to rectify this.

### Literacy and Oracy development opportunities:

*Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*

Teacher taught vocabulary will be regularly tested through teacher led differentiated Q&A sessions allowing take up time before asking students what they can recall from previous lessons. Skill of the fortnight used to embed literacy skills.

## The Warriner School Subject Curriculum Map

**Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?***

Practical work and performance will reflect the knowledge and learning gains made so far with the different mediums/elements appearing present in student's drama work.

Students will be heard regularly using subject specific vocabulary as they discuss both their own performance work and the work of their peers.

Students will be able to answer mini-quiz questions at the start of each lesson to assess learning gains made

Teacher to assess how successfully students are taking on and acting upon developmental feedback given – students should show that they have developed and refined work in light of teacher feedback.

Live assessment used within lessons to allow students to see progression of attainment week by week

Formal assessment to take place at the end of the SOW to assess learning gains made and offer individual feedback

Group work develops students use of oracy, encouraging speaking and listening skills

Peer evaluation assessment opportunities creates opportunities for students to use subject specific vocabulary whilst using speaking and listening/oracy skills

Students are encouraged to use subject specific vocabulary in response to teacher questioning throughout lessons

PowerPoint use as literacy aid.

Script reading used to develop literacy and oracy skills