

YEAR 9 DRAMA

GODBER

INTENT

Rotation 1 of 2

Knowledge Acquired:

- Devising Drama
- Presenting and Performing Texts

Learners will draw on their knowledge of devising and crafting simple characters to create and perform work inspired by John Godber. Students will explore extracts from two of Godber's plays and begin to consider a playwrights intentions and how a chosen style can support these in being communicated.

Skills Developed:

Learners should be able to:

- Craft a stereotypical character and use multi-rolling in a performance, changing the character presented to the audience
- Develop a stereotypical character using rehearsal methods such as role on the wall
- Generate devised material working around exploration of the play text
- Learn lines from the play text to perform in role
- Use rehearsal time effectively to adapt and refine performances in preparation for assessment

Understanding:

Learners should know and understand:

- How playwrights can creating meaning through their work and the intentions of John Godber when writing 'Bouncers' and 'Teechers'
- How to interpret a character through voice, movement, gesture, expression and language
- How to adapt characterisations through multi-rolling to communicate meaning to an audience
- The importance of rehearsal including time management and preparation and how to rehearse in preparation for a performance to an audience

Links to Previous Study:

- Year 8 – Roald Dahl
- Year 8 – Social Media

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Links to Future Study/the Wider World:

- Encourages students to consider a playwrights artistic intention and vision when writing plays and the meaning and message behind their work.
- Godber writes political plays and this topic encourages students to consider the disparity in the education system in England.
- Builds on devising skills required for the Devising Drama component (30%) at GCSE and, more specifically, the Presenting and Performing Texts component (30%) as students gain experience in learning lines and performing extracts from a play in role.

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IMPLEMENTATION

Number of Lessons: 6

Sequence of Lessons:

EXPLORATION	REHEARSAL	PERFORMANCE
1. Stereotypes	5. Introduction to Assessment	6. Assessment
2. Multi-rolling (<i>Bouncers</i>)		
3. Devising (school characters)		
4. Scripted (<i>Teachers</i>)		

Main Resources:

- *Bouncers* scripts
- *Teachers* scripts
- YouTube
- Teacher prepared PowerPoint activities

Methods of Assessment:

- AfL strategies used in each lesson
- Summative assessment of the final performance marked using criteria created specifically for the scheme of learning. Feedback form completed by the teacher with WWW and EBI and stuck into English assessment book.
- Optional evaluation to be completed, analysing students' own work and the work of others. Evaluation marked using a separate set of criteria which focuses on pupils' ability to draw on strengths and areas for development.

Use of Assessment Results:

- Grades recorded on Go4Schools within the English Markbook.
- Grades used to guide students and support them and their parents in making decisions regarding their Option choices.
- Students encouraged to use EBI as a target in the next Drama rotation.

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WAR

INTENT

Rotation 2 of 2

Knowledge Acquired:

- Devising Drama

Learners will build on their knowledge of devising techniques and begin to consider how to use these at a more advanced level. The stimulus of War will be used to support students in generating material with a clear artistic intention that they wish to be communicated to the audience. Each lesson will focus on a different stimuli within War and encourage students to respond as small theatre companies.

Skills Developed:

Learners should be able to:

- Respond to a stimulus and create simple ideas for character and narrative
- Use a range of dramatic techniques in a performance to a more advanced level than Year 8
- Generate an artistic intention for their work
- Use rehearsal time effectively to adapt and refine performances in preparation for assessment

Understanding:

Learners should know and understand:

- How to respond to a range of stimuli at a higher level with a view to generating material for performance
- How to select appropriate dramatic non-naturalistic techniques to achieve an intention
- How mood and atmosphere can be established through choice of techniques
- How to plan, create and structure drama to a more advanced level
- How to communicate meaning to an audience through engaging drama and encourage them to empathise with the characters portrayed
- The importance of rehearsal including time management and preparation and how to rehearse in preparation for a performance to an audience

Links to Previous Study:

- Year 8 – Social Media
- Year 9 - War

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Links to Future Study/the Wider World:

- Encourages students to apply their knowledge of and conduct independent research into War and the impact that it has.
- Builds on devising skills required for the Devising Drama component (30%) at GCSE and encourages students to generate performance material at an advanced level, placing more emphasis on communicating meaning to the audience to achieve an artistic intention.

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WAR

IMPLEMENTATION

Number of Lessons: 5

Sequence of Lessons:

EXPLORATION	REHEARSAL	PERFORMANCE
1. Propaganda	4. Introduction to Assessment	5. Assessment
2. Bomb Shelter Photographs		
3. Letters From Soldiers		

Main Resources:

- Propaganda posters
- Bomb Shelter photographs
- Letters from soldiers
- YouTube
- Teacher prepared PowerPoint activities

Methods of Assessment:

- AfL strategies used in each lesson
- Summative assessment of the final performance marked using criteria created specifically for the scheme of learning. Feedback form completed by the teacher with WWW and EBI and stuck into English assessment book.
- Optional evaluation to be completed, analysing students' own work and the work of others. Evaluation marked using a separate set of criteria which focuses on pupils' ability to draw on strengths and areas for development.

Use of Assessment Results:

- Grades recorded on Go4Schools within the English Markbook.
- Grades used to guide students and support them and their parents in making decisions regarding their Option choices.