

CURRICULUM MAP (Long term plan)

SUBJECT : Drama

YEAR GROUP : 9

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<u>Devising from a Stimulus</u> Students will learn how to analyse a given stimulus and how ideas from this can be used to create meaningful practical work. <u>Teachers</u> Students will learn about John Godber and his style of writing. They will also learn how to use GEMS skills to create comedy in characters. Students will learn how the contexts of the play/ playwright can influence the themes and issues within the play.	<u>Adverts:</u> How to use Drama to effectively advertise. <u>Brecht:</u> Understand how and why Brecht's methods are used to create change.	<u>The Riots</u> Students will learn about Verbatim Theatre and how it is created, the advantages of the style and the disadvantages.
Disciplinary knowledge - what skills are practiced?	<u>Devising from a Stimulus</u> Students will use communication and cooperation skills in order to find an idea. They will use the	<u>Adverts:</u> Cooperation and teamwork, communication, performance skills, digital skills.	Creating – using their understanding of how the death of Mark Duggan created the worst riots in British history, students will create a variety of practical explorations to improve empathy skills as well as GEMS skills to communicate this.

	<p>GEMS skills to create narrative and character and also rehearsal and refining techniques to produce a final version of their piece.</p> <p><u>Teachers</u></p> <p>Students will use information on a playwright's experiences to find links within their work. Students will use GEMS skills in order to create the characters in the play (page to stage) and will use rehearsal techniques to refine their work. Students will also use 3:1 evaluation to respond to others' work.</p>	<p><u>Brecht</u>: Cooperation and teamwork, Gestus, Spass, Alienation, Didactic Theatre, responding to other's work.</p>	<p>Performing – practicing the GEMS skills to create an in-depth exploration to the context of the play</p> <p>Responding – practicing the skill of 3:1 feedback using key terminology</p>
<p>Key questions (What is the learning about?)</p>	<p><u>Can I...</u></p> <p><u>Devising:</u></p> <p>Can I analyse my understanding of the given stimulus? Can I communicate my ideas to others effectively? Can I work cooperatively in order to create an original piece of work?</p> <p><u>Teachers:</u></p> <p>Can I identify the context the play was written in? Can I make</p>	<p><u>Can I...</u></p> <p><u>Adverts:</u> Understand how different styles of drama are used in advertising and create a practical example?</p> <p><u>Brecht:</u> Understand Brecht's philosophy on theatre and use his ideas to develop my own Epic Theatre piece of work? Understand why Brecht's ideas were so different at that time?</p>	<p>Can I...</p> <p>Understand what caused the riots?</p> <p>Understand the effects of the riots on different people?</p> <p>Understand the reactions to the riots?</p> <p>Understand how the rise in social media and mobile phones caused increased damage?</p> <p>Use explorative strategies to help me create a practical representation of my understanding?</p>

	links between the contexts of the play and the themes and issues within it? Can I understand how to use GEMS skills to enhance comedy within the play?		
Assessment	<p>Devising: Performed work in front of the class - teacher assessed.</p> <p>Teachers: Teacher assessed progress from across the lessons (verbal feedback given). Peer assessed performances of an extract from the play.</p>	<p><u>Adverts:</u> Creation of a digital advert that demonstrates understanding of a particular drama style in order to promote a specific product. Peer and teacher assessment.</p> <p><u>Brecht:</u> Verbal feedback given to students in lessons, creation of a Brechtian inspired piece of Drama. Teacher assessed.</p>	<p>Creation of practical exploration each lesson – teacher assessed</p> <p>Verbal feedback in each lesson</p> <p>Peer assessed work</p>
Literacy (L), Numeracy (N), Oracy (O) opportunities	<p>Script reading (L), Groups and problem solving (N), expression of opinions and performing in front of class (O)</p>	<p><u>Adverts:</u> Script writing (L), delegation of tasks (N), peer feedback (O)</p> <p><u>Brecht:</u> Reading and comprehension of information (L), Groups and problem solving (N), peer feedback (O)</p>	<p>Script reading (L), expression of opinions, responding using key terms, articulation emotional and social response to subject matter (O)</p>
Cross Curricular Opportunities	<p>Devising: Any subject as devising can take many different directions</p>	<p><u>Adverts:</u> Design Technology and IT, Citizenship, Media.</p> <p><u>Brecht:</u> History, Citizenship.</p>	<p>Citizenship – racism, riots and gangs are included in this play.</p>

	Teachers: History & Politics Art Music (all relevant to the 1980s)		Geography – we look at the different parts of Britain where the riots took place. Social Science – the behaviour of individuals Vs groups
Super curriculum	Get involved in at least one of the three extra-curricular opportunities within Drama this year.	Get involved in at least one of the three extra-curricular opportunities within Drama this year. Go to the theatre (local or other) to apply your analysis skills to other productions.	Participate or help in the Creative Arts Festival
Careers	HT 1 The role of an actor and director https://www.bbc.co.uk/bitesize/articles/z6yg2sg HT 2 The role of a designer https://www.bbc.co.uk/bitesize/articles/z4wfwty	HT1 The role of a theatre wardrobe technician https://www.bbc.co.uk/bitesize/articles/znmxrj6 HT2 The role of a TV/radio presenter https://www.bbc.co.uk/bitesize/articles/zd778xs	HT1 The role of a theatre carpenter https://www.bbc.co.uk/bitesize/articles/zbn4hbk HT2 The role of a technical theatre apprentice https://www.bbc.co.uk/bitesize/articles/zbn4hbk
Equality and Diversity Gender Disability Religion Race Sexuality	Devising: The chosen stimulus will create many interpretations and will represent protected groups positively. Teachers:	<u>Adverts:</u> Students will look at a range of adverts that represent a diverse section of society and promote equality. They will also have to consider equality and diversity in their own adverts when considering target audience. <u>Brecht:</u> Students will look at socio-economic problems facing people	Race: The play explores how the death of Mark Duggan was seen as a racist attack by his community. https://drive.google.com/drive/folders/15w0sPKzJ_cnmiOj_CLI2tt4CD1e1TBe

	<p>Deals with gender stereotypes coupled with sexuality stereotypes</p> <p>https://docs.google.com/presentation/d/13VuZX-cLxXGtvj5jSRr5TzeSUn0tEmHi/edit#slide=id.g2fe0a54d5440_14</p> <p>https://drive.google.com/drive/folders/1kLGfg9mox50Qo6x1Vwb9oDo9heMxGodP</p>	<p>around the world and ways in which we can raise awareness of them in our own society.</p> <p>https://drive.google.com/drive/folders/1kMUpwieTMo9W6ip95m4MZMNokPEI01</p> <p>https://drive.google.com/drive/folders/1kMUpwieTMo9W6ip95m4MZMNokPEI01</p>	
<p>Local Community Links</p>	<p>https://everyonetheatres.com/w/hats-on/rare-productions-annie/</p>		
<p>British Values</p> <p>Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education</p>	<p>Democracy - How groups work with a hierarchy and/or fear of the 'leader'.</p> <p>Rule of Law – We discover the law changes concerning student/teacher conduct and drink driving from 1980s to now.</p> <p>Respect and tolerance – students will work in mixed groups for practical work and will need to cooperate to achieve the end result.</p> <p>SMSC – Students support those who are struggling in a task so</p>	<p><u>Adverts:</u> SMSC and Character - Understanding how you work with others, how to cooperate and rely on others. Liberty – some of the adverts used follow emotive stories about being true to yourself.</p> <p><u>Brecht:</u> SMSC, character, democracy and rule of law - development of what students feel about their society and how they would want to change things.</p>	<p>Rule of Law – we look at how the investigation of Mark’s death led to people questioning the conduct of the Police.</p> <p>Mutual Respect and Tolerance of Others – Discussions about why so many people in so many cities felt compelled to disrespect others during the riots.</p> <p>SMSC – the play addresses how Mark’s death affected his family, we also look at the aftermath for the innocent people caught up in the rioting.</p> <p>Character Education: We discuss the character of the people from across the country who volunteered their time to clean up after the riots.</p>

	<p>that everyone reaches a sense of achievement Character Education: Students may identify themselves in some of the characters in the play.</p>		
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