



Marshalls Park Academy - Curriculum Overview



Subject: Drama

Year Group: 9

Subject Leader: JFU (Maternity)

Academic Year: 2023 - 24

AIMS:

The Department aims to give all pupils an understanding of and enthusiasm for Drama as both a Learning Medium and as an Art Form.

DRAMA AS A LEARNING MEDIUM:

- Pupils are encouraged to use Role Play, Improvisation, Group Work, Discussion and a range of other Drama Strategies to enable them to explore a variety of Personal, Social and Cultural Issues. Their drama work is aimed at fostering a greater understanding of themselves and the world they live in.
- Listening and Discussion Skills, Sensitivity, Empathy, Respect for each others' ideas, Voicing Opinions and Group Skills are all developed.

DRAMA AS AN ART FORM:

- Pupils are encouraged to gain an understanding of the skills, methods and techniques needed to create effective drama and theatre. Structuring ideas, performance skills and production skills are practised.
- Self-confidence, imagination, creativity, performance and communication skills, discipline, organisation and teamwork skills are developed.
- All the work of the Department is aimed at providing pupils with opportunities to participate in high quality, rich and varied drama experiences both inside and outside the classroom.
- Students get the opportunity to study a variety of scripts, texts and poems throughout their Drama Education at Marshalls Park.

Students who have opted to continue studying Drama in Year 9 have **three lessons** of Drama per fortnight.

Extended reading suggestions and links to external resources:

Students are encouraged to read a wide range of fiction books throughout the year in order to gain an understanding of perspectives outside of their frame of reference. Parents are encouraged to provide opportunities for their children to see live theatre where possible.



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TERM 1	TERM 2	TERM 3
<p style="text-align: center;">KNOWLEDGE/SKILLS</p> <p>'A Dislocated Life'</p> <ul style="list-style-type: none"> Students explore a magazine article of the story of 'A Dislocated Life' and focus on the image laden language used by Nikki Foster, to tell the story of Alan. Students are encouraged to form their own opinions on the text and the characters involved, taking into account that it is a true story. Students are expected to be sensitive and open minded to other perspectives. (Links to RE and Crime Unit of Work). 	<p style="text-align: center;">KNOWLEDGE/SKILLS</p> <p>The Work of Willy Russell</p> <ul style="list-style-type: none"> Students study the plays 'Our Day Out' and Blood Brothers'. Students bring the texts to life exploring the themes and characters of the plays. Pupils will be required to learn lines and communicate well known plays effectively to an audience. Students discuss and reflect on the similarities and differences between Russell's plays and identify key themes and areas of interest for him as a playwright. 	<p style="text-align: center;">KNOWLEDGE/SKILLS</p> <p>'The Railway Children' by E Nesbitt</p> <ul style="list-style-type: none"> Students watch a recorded live performance of 'The Railway Children' focusing on the effectiveness of production elements and performance skills. <p>'Wonder.land' – National Theatre</p> <p>Students watch a recorded live performance of 'Wonder.land' focusing on the effectiveness of production elements and performance skills.</p>
<p style="text-align: center;">KEY ASSESSMENTS</p> <p>Assessed Task 1 – Students use drama strategies to structure a piece showing how Alan's early life experiences continue to affect him over the next ten years.</p> <p>Assessed Task 2 – Students create an Ensemble piece of Drama, showing Alan in prison, aged 31, reflecting on his life.</p>	<p style="text-align: center;">KEY ASSESSMENTS</p> <p>Assessed Task 3 – 'Our Day Out' - Students work in groups to create between 3-5 Physical Theatre realisations of fairground rides which the students encounter during their next time at the fair.</p> <p>Assessed Task 4 – 'Blood Brothers' - Students work in pairs to perform the scene where Mickey and Mickey and Eddie meet for the first time, aged seven.</p> <p>Throughout the term students also answer practise GCSE style questions in their homework booklet and are marked according to the GCSE mark scheme. This foreshadows Component 3a of the GCSE exam.</p>	<p style="text-align: center;">KEY ASSESSMENTS</p> <p>Assessed Task 5 - 'The Railway Children' – Students complete two written examination questions in the style of Component 3b of the GCSE exam, after careful scaffolding.</p> <p>Assessed Task 6 – 'Wonder.land' examination questions, completed in examination conditions and with examination timings.</p>