



Drama Scheme of Learning

Year 9 – Term 3 and 4 Much Ado About Clubbing

Intent- Rationale

- To develop an understanding of the script content including stage directions
- To be able to recognise the influence of historical theatre forms on contemporary theatre
- To develop performance and directing skills including blocking, stage directions and stage positions

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Darkwood Manor : Creative writing, Narration, Vocal Expression, Directing, Technical Theatre and Staging.</p>	<ul style="list-style-type: none"> • Component 3- Scripted GCSE Drama
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • English 	(m) Moral Development (so) Social Development (C) Cultural development Team work Respect
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
Reading Scripts Creative Writing Reading out loud Performing Scripts/learning Lines	<ul style="list-style-type: none"> • n/a



Drama Scheme of Learning

Year 9– Term 3 and 4

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><u>Know</u> They will have a basic understanding of how to perform a script They will understand the role of the director They will be able to write a script</p> <p><u>Apply</u> They will be able to perform a script using stage directions, blocking and stage positions</p> <p><u>Extend</u> They will be able to write and direct their own scripts</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p style="text-align: center;">Directing Blocking and Staging Cross-cutting Characterisation Vocal Expression Physical Gestures Marking the moment</p>	<p>Pupils assessed against Drama levels equivalent to national curriculum levels. Areas of focus are: Practical Exploration, Performance and Evaluation. See student booklets</p>

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Intent – Concepts

Please see full scheme on T Drive

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Absract Stylised movement Lesson	To be able to use physical theatre in a performance. To be able to link physical theatre to the chosen theme	Stretch challenge by using the skills unison, canon and complementary movements	6 movement sequence to music that depict getting ready for a night out.
Absract Stylised movement Lesson 2 Performance	To be able to use physical theatre in a performance. To be able to link physical theatre to the chosen theme	Stretch challenge by using the skills unison, canon and complementary movements	Perform back the movement sequences and peers assess verbally.
A Night Out	To be able to use Freeze Frames to effectively show an incident on a night out.	To add thought Tracking to the Freeze Frames	To create 5 freeze frames under the following headings Getting Ready, going to the venue, at the venue, Something Happens, what happens next?
Marking the Moment – assessment prep	To Understand what Marking the Moment is To be able to use Marking the moment techniques in a performance.	To use multiple marking the moment techniques to create a unique story	Ask the students to bring their freeze frames from last lesson to life using Marking the moment. They must devise the story using vocal and physical skills and other drama conventions.
Marking the Moment – Performance and Peer Assessment	To Understand what Marking the Moment is To be able to use Marking the moment techniques in a performance.	To use multiple marking the moment techniques to create a unique story	Perform their marking the moment scenes. Peer assess using the grading criteria written in their booklets.
Reading Much Ado about Clubbing extracts	To understand the key themes and ideas within the play To be able to create basic character profile based on a character in the play	To create a character profile that demonstrates your own individual twist on the character. To push vocal and physical skills i.e. accent etc	Reading out loud in a group Character statues Character profiles or role on the wall
Half Term			
Rehearsal 1- Much ado Script	To be able to direct and perform a short extract from Much Ado about Clubbing To be able to create a character using vocal and physical skills	To be able to learn lines ready for the assessment To create a unique character through vocal and physical skills.	Rehearsal time with their partner or in groups.
Rehearsal 2 Much ado Script	To be able to direct and perform a short extract from Much Ado about Clubbing To be able to create a character using vocal and physical skills	To be able to learn lines ready for the assessment To create a unique character through vocal and physical skills.	Rehearsal time with their partner or in groups
Rehearsal 3- Mock Peer to peer feedback	To be able to give relevant and purposeful feedback to help your peers prepare for their assessment	To be able to apply this feedback to the final performance.	Performing and verbal peer assessment in groups.
Assessment week 1	Teacher Assessment		
Assessment week 2	Teacher Assessment		

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