

BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: Performing Arts - Drama

YEAR: 9

Half Term: 1

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Preparation for GCSE-Stimulus	To develop an understanding of how to use a stimulus to create drama	Pupils develop understanding of stimuli in it variety of forms. Pupils use a picture to inspire a devised piece of theatre.		Self/Peer – plenary evaluation of others work Formative –throughout the lesson
Preparation for GCSE-Stimulus	To use a prop as a stimulus	Creative writing exercise - pupils to write a letter. Pupils to explore a variety of ways to use the given prop (letter) to devise a scene.	N/A	Self/Peer – plenary evaluation of performance Formative –throughout the lesson
Preparation for GCSE-Stimulus	To create a character and a scene from a poem	Pupils are to create in depth characters using the given information. They shall then develop a plot and consider appropriate genres and techniques.	N/A	Formative –throughout the lesson Summative assessment of Role on the wall and characterisation

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Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Preparation for GCSE-Stimulus	To perform a scene linked to a poem	Develop a scene using the information gained in previous lesson. Pupils should use a wide range of characters and a create an effective plot.	Homework: bring in something to use as a stimulus for next lesson	Peer – plenary evaluation of performances. Formative – of plot and character skills throughout the lesson
Preparation for GCSE-Stimulus	Lesson 5 and 6 To create an effective piece of drama from a stimulus	Pupils to select the most effective stimulus and develop a piece of theatre considering a range of techniques, skills and genre.	Rehearse scene- collect any props/costumes required.	Self/Peer – plenary evaluation Formative –throughout the lesson.
Preparation for GCSE-Stimulus	To perform for assessment		Rehearse for performance assessment.	Self/Peer – plenary evaluation Formative –throughout the lesson. Summative – level to be given for final performance.

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Half Term: 2

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Introduce Ricky Browns story – Whole class tableaux	To explore characters / narratives using stimulus of Ricky Brown	To begin the story of Ricky attacking his science teacher		Self/Peer – plenary evaluation Formative –throughout the lesson
Developing the story using dramatic techniques'	Explore character thoughts using thought tracking	To create a scene exploring why Ricky attacked his teacher – use abstract technique of thought track	Write a diary entry as Ricky (the night before the incident)	Self/Peer – plenary evaluation Formative –throughout the lesson
Ricky's home life	To develop a narrative using the flashback technique to show Ricky's home life	What is happening at home to make the character behave the way he does? Develop a series of flashbacks to show several key moments in the characters life.		Self/Peer – plenary evaluation Formative –throughout the lesson
The Staff room	Experiment with stereotypes – use proxemics and status to show character relationships	Create a scene as the teacher's in the staffroom using teacher stereotype/ character resource. The scene should build to a cliff hanger of when the incident takes place and a pupil comes to get help		Self/Peer – plenary evaluation Formative –throughout the lesson Summative- level for plot development in two scenes and differing characters- the classroom and the staffroom

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Half Term: 2

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
What does the future hold for Ricky	Explore consequences using dramatic techniques from the drama toolkit	Create a role play using a minimum of 5 drama techniques to show what has become of the character		Self/Peer – plenary evaluation Formative –throughout the lesson.
Rehearsal for assessment	To create a conclusion to the story of Darkwood manor using the photograph.	Students plan in detail their performance piece ready to show to an audience. They must decide what the outcomes of the story are and experiment with the techniques learned in the previous weeks.		Self/Peer – plenary evaluation Formative –throughout the lesson.
Assessment	To perform to an audience	Students perform their work and then level according to the criteria setting appropriate targets		Self/Peer – plenary evaluation Formative –throughout the lesson. Summative – level to be given for final performance.

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Half Term: 3

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Romeo and Juliet	To understand the storyline of Romeo and Juliet	Outline of Romeo and Juliet storyline. Scene by scene breakdown by freeze frame.	N/A	Self/Peer – plenary evaluation Formative –throughout the lesson
Gangs-angel and devil	To create a scene based on gang culture and to use the angel devil technique	Using photographs of freeze frames from previous week create a story board. Pupils to develop understanding of body language used within gang culture. Pupils explore the conflicts of Romeo and Juliet through angel and devil.	N/A	Self/Peer – plenary evaluation Formative –throughout the lesson Summative- Storyboard accuracy of plot break down.
Hot seating	To use hot seating technique to develop characters.	Pupils develop understanding of the key characters of Romeo and Juliet by using the hot seating technique. Develop a scene in the style of a chat show.	N/A	Self/Peer – plenary evaluation Formative –throughout the lesson Summative- level for character development and use of key facts from plot.

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Half Term: 3

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
News report	To understand the conventions of a news report and apply to the story of Romeo and Juliet.	Pupils will develop their understanding of how to make an effective news report by identifying key features. They will then apply this knowledge to create their own news report based around a modern day version of Romeo and Juliet.	N/A	Self/Peer – plenary evaluation Formative –throughout the lesson
Planning/ Rehearsal	To rehearse for assessment	Pupils will work effectively in groups to plan and rehearse their news report ready for assessment.	Learn scripts	Self/Peer – plenary evaluation Formative –throughout the lesson.
Assessment Lesson	To perform for assessment	Pupils will rehearse and apply any feedback from previous lesson to their work. Pupils to perform group by group for class and camera for assessment.	N/A	Self/Peer – plenary evaluation Formative –throughout the lesson. Summative – level to be given for final performance.