

Term	Autumn 1
Topics Covered	Popular Culture
Expectations Challenge and Support	<p><u>Expectations-</u> To demonstrate the ability to work as part of a group. To use appropriate drama techniques in performance. To explore the genres of soap opera and reality television through practical work and research.</p> <p><u>Challenge-</u> To take ownership of a group and direct work. To use appropriate drama techniques creatively to communicate ideas to the audience. To present appropriate performances in both the styles/genres of soap opera and reality television which has been influenced by the research undertaken.</p> <p><u>Support-</u> To co-operate within a group and share ideas and opinions. To use some drama techniques in a performance. To understand the difference between soap opera and reality television.</p>
Assessment opportunities	Performance work and logbook
Vocabulary	Using appropriate drama vocabulary from the Year 9 vocabulary list in evaluations and when offering feedback to others.

Term	Autumn 2
Topics Covered	Devising Drama
Expectations Challenge and Support	<p><u>Expectations-</u> To demonstrate the ability to work as part of a group. To create performance work from a given stimulus. To produce a written evaluation of practical work.</p> <p><u>Challenge-</u> To take ownership of a group and direct work. To consider the creative opportunities (both positive and negative) a stimulus has to offer. To demonstrate analytical and evaluative skills linked to the process of creating drama.</p> <p><u>Support-</u> To co-operate within a group and share ideas and opinions. To develop a performance that has some link to the stimulus. To demonstrate an understanding of how the performance was created through the written evaluation.</p>
Assessment opportunities	Performance and logbook
Vocabulary	Using appropriate drama vocabulary from the Year 9 vocabulary list in evaluations and when offering feedback to others.

Term	Spring 1
Topics Covered	Duologues
Expectations Challenge and Support	<p><u>Expectations-</u> To demonstrate the ability to work with a partner. To create a performance from a script. To produce a written evaluation of practical work.</p> <p><u>Challenge-</u> To take ownership of a group and direct work. To consider the creative opportunities (both positive and negative) a script has to offer. To demonstrate analytical and evaluative skills linked to the process of creating drama.</p> <p><u>Support-</u> To co-operate with a partner. To learn lines from a script. To demonstrate an understanding of how the performance was created in the written evaluation.</p>
Assessment opportunities	Performance and logbook
Vocabulary	Using appropriate drama vocabulary from the Year 9 vocabulary list in evaluations and when offering feedback to others.

Term	Spring 2
Topics Covered	Our Day Out
Expectations Challenge and Support	<p><u>Expectations-</u> To demonstrate the ability to listen and contribute to class discussions. To understand what context is and how it shapes character and plot. To discuss the playwright's intentions.</p> <p><u>Challenge-</u> To lead and shape class discussions, contributing insightful and empathetic ideas. To explore the context surrounding the play and discuss the nature vs nurture debate. To analyse the playwright's intentions and how they are evident throughout the play.</p> <p><u>Support-</u> To share ideas and opinions. To know some of the background of the play and why it is important. To think about what the playwright wanted the audience to think about when reading the play.</p>
Assessment opportunities	Performance and logbook
Vocabulary	Using appropriate drama vocabulary from the Year 9 vocabulary list in evaluations and when offering feedback to others.

Term	Summer 1
Topics Covered	Our Day Out
Expectations Challenge and Support	<p><u>Expectations-</u> To demonstrate the ability to work as part of a group. To create performance work from a given stimulus. To produce a written evaluation of practical work.</p> <p><u>Challenge-</u> To take ownership of a group and direct work. To consider the creative opportunities (both positive and negative) a stimulus has to offer. To demonstrate analytical and evaluative skills linked to the process of creating drama.</p> <p><u>Support-</u> To co-operate within a group and share ideas and opinions. To develop a performance that has some link to the stimulus. To demonstrate an understanding of how the performance was created through the written evaluation.</p>
Assessment opportunities	Performance and logbook
Vocabulary	Using appropriate drama vocabulary from the Year 9 vocabulary list in evaluations and when offering feedback to others.

Term	Summer 2
Topics Covered	Genres and Styles
Expectations Challenge and Support	<p><u>Expectations-</u> To understand the differences between 4 different genres/styles of drama. To create performance work in a given style or genre. To produce a written evaluation of practical work.</p> <p><u>Challenge-</u> To explore and evaluate the differences between a variety of genres/styles of drama . To consider the creative opportunities (both positive and negative) a genre/style has to offer. To demonstrate analytical and evaluative skills linked to the process of creating drama.</p> <p><u>Support-</u> To recognise 4 different genres/styles of drama To develop a performance that has some link to the genre/style. To demonstrate an understanding of how performances are created through the written evaluation.</p>
Assessment opportunities	Performance and logbook
Vocabulary	Using appropriate drama vocabulary from the Year 9 vocabulary list in evaluations and when offering feedback to others.