

Drama is often associated with ‘play’, especially play that involves pretending to be someone else. This act of ‘play’ is an important element of children’s learning. Drama is playful in that it draws on and develops young people’s aptitude for learning about themselves and the world around them by pretending to be other people in other situations. Drama is a powerful learning tool for teaching our students about different perspectives, it shows them how to have empathy, and it helps them to learn in a creative way. Drama is associated with artistic practices and has significance in a diversity of cultural contexts. As a curriculum subject, it gives students a practical knowledge of how drama works as an art form and encourages them to recognise how drama is integral to cultures in different times and places. Drama education is particularly closely allied to other art subjects. Drama is the perfect vehicle to develop the vital skills of independence, appreciation, concentration, cooperation, confidence, creativity, commitment, communication, and critical thinking. These skills aid the future platform for success in the future world. At Cottenham VC we routinely use a range of strategies to formatively assess and give feedback to students about their progress during performance work. The three main areas of assessment in Drama are creating, performing, and evaluating. Each topic allows students the time to develop key knowledge and skills to develop these three areas. Students learn a variety of different Drama skills to enable them to produce engaging performances that explore the world around them. Creating, performing, and evaluating are all routinely assessed at the end of each topic. Students produce a performance and evaluate the work of their peers. There will be a strength, Action, Response task for each half term that will focus on implementation of practical skills.

Term	Autumn	Spring	Summer
Topic -Year 9	Physical Theatre/Frantic Assembly/Curious Incident of the Dog In The Night time.	Brecht/Epic Theatre	Devising Drama/Exam
Enquiry question	How can we use the body physically in terms of movement to communicate meaning? How can we apply Frantic Assembly techniques to create meaning? How can we create a character in terms of monologue preparation?	How can Theatre be didactic? How can it be used to educate an audience? What is Political theatre? How can we apply Brechtian techniques to gain a political message?	How do we devise drama to create a message to an audience? What techniques can we use to create a response to a stimulus? How do we create a basic script to aid this process?
Key disciplinary knowledge:	Use of the body as a clear motif throughout the performance.	V-effects and alienation techniques Key historical knowledge of the performance style.	To apply different styles of theatre to a devised performance

	<p>Use of ensemble as a form of physical theatre.</p> <p>Choice of techniques, staging and script.</p> <p>Making a believable character.</p>	<p>Stylistic characters.</p>	<p>Students will use more complex devising techniques to prepare and stage a performance that incorporates a theatrical style.</p>
Subject Competence	<p>Communicate meaning through movement with limited vocal means.</p> <p>Successfully use Frantic assembly techniques to create meaning.</p> <p>Application of the skills taught.</p> <p>Work productively as an ensemble to enhance the meaning behind the script.</p> <p>Create and develop a monologue, which is sustained and believable.</p>	<p>Create and develop an archetypal character for Epic Theatre.</p> <p>Successfully alienate an audience to provoke a message about a political issue.</p> <p>Successfully apply Brechtian techniques.</p>	<p>Confidently identify and apply a theatrical style to a stimulus to realise intention.</p> <p>Application of learnt styles and genres.</p> <p>Application of appropriate drama techniques.</p>
Summative assessment	<p>A baseline Monologue for creating and performing. This is based on the text, Curious Incident of The Dog in The Night-time.</p> <p>Drama Terminology assessment.</p> <p>Ensemble performance assessment.</p>	<p>Mid-Year assessment -Focus on Year 7, 8 and 9 subject knowledge.</p> <p>Performance task to test application of Brechtian techniques.</p>	<p>End of Year assessment -Focus on Year 7, 8 and 9.</p> <p>Performance exam -Devising Drama-Performing, creating, and evaluating.</p>
How does this prepare students for future study?	<p>Students start to develop an understanding of different theatre styles and working practitioners.</p> <p>Pupils start to experiment with varying theatre styles.</p> <p>Students will continue to develop key evaluative skills when watching a live performance.</p>	<p>Students continue to develop an understanding of creating, producing, analysing, and evaluating a performance by drawing on knowledge learnt since year 7.</p>	<p>Students develop knowledge on how to create an effective piece of drama in a theatre style. Pupils will begin to appreciate different styles of drama and recognise these in Live performances.</p>