

**SUBJECT**

Drama and Dance

**Year** 9

**SUMMARY CURRICULUM PLAN**

Subject content (What will be covered)	As a result, what students should know /understood	What students should be able to do	How students will be assessed	By when ( Half term 1 > 6)
<p><b>Contemporary Dance</b></p> <p>Self-awareness, self-determination, self-improvement as a learner, planning and deciding, performing, evaluating - CEIAG</p>	<p><i>To produce a piece of group choreography inspired by the work of key dance practitioners. The importance of everyone collaborating when producing a dance performance for stage. How the production elements of a performance and the direction contribute to the mood and atmosphere</i></p>	<p>Take on a choreographic role and motifs that will build into a final contemporary performance – elements of the practitioners chosen should be seen within the piece</p>	<p>2-3-minute dance based performance Dance Review</p>	<p>HT1</p>
<p><b>Preparation and Performance of a Scripted Play of their choice</b></p> <p>Identifying choices and opportunities, thinking creatively, leadership, directing - CEIAG</p>	<p><i>The importance of understanding the storyline and characters within the scene. To take on board the importance of interacting with other characters to bring the scene to life. How to use voice, movement and facial expression effectively to perform character to the audience. To work as a group to direct your scene. To understand the importance of design elements</i></p>	<p>Research in depth their chosen text Understand their scene in relation to the rest of the play Complete a character study – personality, emotions, interaction They will be aiming to perform At key points e.g. Dress Rehearsal evaluate their own performance and their peers performance providing helpful feedback</p>	<p>Role on the Wall – character study Memorising Lines Rehearsals Scripted Performance of an extract (Approx. 5-10 minutes)</p>	<p>HT2</p>
<p>Preparation of a Devised Play</p> <p>Identifying choices and opportunities, planning and deciding - CEIAG</p>	<p>That all Devised plays at KS4 start with a choice of 4 stimuli. That real life stories are a great starting point for ‘Devised’ pieces of Drama. That ‘Devised’ Drama should include many Dramatic devices to engage the audience</p>	<p>Be inspired by one stimulus and as a group work together to plan, shape, change, direct, create and perform an engaging piece of theatre</p>	<p>Mood Board Script Writing</p>	<p>HT3</p>

<p><b>Performance of a Devised play based on GCSE Stimuli</b></p> <p>Thinking creatively, leadership, directing others, presentation - CEIAG</p>	<p>The importance of rehearsing and polishing the scenes and the dramatic techniques used to produce an engaging play. To be reflective and make changes for the better</p>	<p>Perform a character with a variety of emotions, using vocal elements and movement elements to engage the audience and interact with others. To produce a highly engaging piece which delivers strong messages and learn that some actions have severe consequences</p>	<p>Memorising Lines Rehearsals Devised Performance of Approx. 10 minutes</p>	<p>HT4</p>
<p><b>Dance Choreography or</b></p> <p>Self-awareness, self-determination, self-improvement as a learner, planning and deciding, performing, evaluating - CEIAG</p>	<p><i>The importance of everyone collaborating when producing a dance performance for stage. How the production elements of a performance and the direction contribute to the mood and atmosphere</i></p>	<p>Take on a production, performance or choreographic role and create tasks that will build into a final performance</p>	<p>2-3 minute dance based performance</p>	<p>HT5/6</p>