



DRAMA – Y9

MAGHULL HIGH SCHOOL – CURRICULUM MAP

Term 2.2 March-April	Lesson 1	Lesson 2	Lesson 3
TOPIC (S) Devising from a Stimulus	Objective: Introduce to and context behind Dulce et Decorum Est. Exploration of key images through creation of still images, using levels space and facial expressions. Creation of a stylized performance using poem as a basis.	Objective: Explore the use of cross-cutting and juxtaposition and how they can be incorporated into a piece of theatre. Create a practical example of split-stage cross-cutting from a given stimulus.	Objective: Explore the use of flashback and flashforward as a dramatic effect, and how they can add meaning to performance. Revisit Dulce et Decorum Est, creating a short dramatic piece making use of the conventions studied throughout this unit of work.
Knowledge & Skills development	<ul style="list-style-type: none"> Explore use of key drama skills through a seminal text Explore the use of war poetry and how this can be interpreted on stage. Explore a range of dramatic techniques to bring this piece of text to life. Take part in a variety of performances (individual, pair and group) Respond to feedback in order to improve work. 		
Assessment / Feedback Opportunities	Formative teacher assessment – group performance	Formative assessment – group performance	Summative assessment (filmed)
Cultural Capital	<ul style="list-style-type: none"> Students explore characters from a range of backgrounds which are very different from their own. Students are exposed to examples of drama texts that are not within their normal experience. 		
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> Students perform in groups as part of a whole class, requiring team work Students work in pairs and groups to develop a performance, requiring resilience and teamwork Students have to both perform and respond to other students performances, so need to do so in a respectful manner 		
Reading opportunities	<ul style="list-style-type: none"> Poetry by Wilfred Owen Devising theatre companies include: Frantic Assembly, Theatre De Complicite, The Paper Birds, Kneehigh 		
Key Vocabulary	Creating Cross-cutting Stimulus Split-stage Transitions Discussions Opinions Voice Pitch Pace		
Digital Literacy	Students can make use of department iPad to film and review their work. Use of YouTube to demonstrate effective performance practice.		
Cross-curricular links	This poem is explored in the English AQA Anthology. Art, Dance and Music – In these subjects students also have to respond to and create work based on a stimulus.		
Careers	How are dramatic conventions used in film and television to create an interesting viewing experience.		