

Sandon Road, Meir, Stoke-on-Trent, ST3 7DF Telephone: 01782 377100 Fax: 01782 377101

Email: info@omera.co.uk Website: www.ormistonmeridianacademy.co.uk

Principal: Mrs C Stanyer

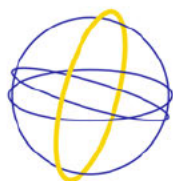
Subject Drama

Year 9

Curriculum Map 2022 -2023

Week Commencing	Topic (including links to additional resources)	Assessment Window
STAFF INSET 05/09 Y7 DAY 06/09 ALL STUDENT IN 07/09	Introduction to 'Bouncers'. Identify social, historical and cultural context of the play through research. Students will explore the stereotypical views of gender through a series of group freeze frames and 'bringing a freeze frame to life.' https://www.bbc.co.uk/humber/content/articles/2005/05/11/picture_of_britain_john_godber_feature.shtml	
12/09/2022	Introduction to 'Bouncers'. Identify social, historical and cultural context of the play through research. Students will explore the stereotypical views of gender through a series of group freeze frames and 'bringing a freeze frame to life.' https://www.bbc.co.uk/humber/content/articles/2005/05/11/picture_of_britain_john_godber_feature.shtml	
19/09/2022	'Strike a Pose' – students independently create gender stereotypical images. Create motifs for different genders using gesture and exaggeration. Watch video clip of types of dramatic conventions used in 'Bouncers' including choral speech and movement. https://www.bbc.co.uk/bitesize/guides/zq8tqk7/revision/4 https://www.bbc.co.uk/bitesize/guides/ztk6sg/revision/6	
26/09/2022	'Strike a Pose' – students independently create gender stereotypical images. Create motifs for different genders using gesture and exaggeration. Watch video clip of types of dramatic conventions used in 'Bouncers' including choral speech and movement. https://www.bbc.co.uk/bitesize/guides/zq8tqk7/revision/4 https://www.bbc.co.uk/bitesize/guides/ztk6sg/revision/6	
03/10/2022	Apply conventions of motifs, choral speech and movement and exaggeration to perform a selected scene of the Bouncers. Compare this to the gender stereotypes of the shakers. Watch video clip of female bouncer that defies stereotype. Identify how and why? Form contrast with females in play.	
10/10/2022	Apply conventions of motifs, choral speech and movement and exaggeration to perform a selected scene of the Bouncers. Compare this to the gender stereotypes of the shakers. Watch video clip of female bouncer that defies stereotype. Identify how and why? Form contrast with females in play.	
17/10/2022	Rehearsal lesson - Working in groups polish performance of given part of script using a range of conventions. https://www.bbc.co.uk/bitesize/guides/zqx3wmn/revision/6	
October Half Term		
31/10/2022	Rehearsal lesson - Working in groups polish performance of given part of script using a range of conventions. https://www.bbc.co.uk/bitesize/guides/zqx3wmn/revision/6	
7/11/2022	Pupils to re-call, rehearse and polish their performance in preparation for their recorded assessment. Pupils encouraged to analyse the effectiveness of their work and the work of others identifying strengths and areas for development.	AR1

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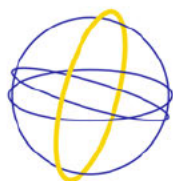
14/11/2022	Pupils to re-call, rehearse and polish their performance in preparation for their recorded assessment. Pupils encouraged to analyse the effectiveness of their work and the work of others identifying strengths and areas for development.	AR1
21/11/2022	DDI Wave 1 – whole class improvement	
28/11/2022	DDI Wave 2 – individual improvements	
5/12/2022	Development of exaggeration and performance techniques to support stereotypical characterisations. Apply techniques to another part of the scene. Pupils encouraged to improve their physical and vocal skills.	
12/12/2022	Development of exaggeration and performance techniques to support stereotypical characterisations. Apply techniques to another part of the scene. Pupils encouraged to improve their physical and vocal skills.	
Christmas Break		
02/01/2023	<p>'Devising Drama' unit – Introduction to devising. Discussion around persuasive language and the style for the devising piece an infomercial. Discussion on what devising is and introduce the topics that will be covered during this module: Black Lives Matter, Me too Movement and 'Educational Crisis'. Students to practical create mini adverts using persuasive language and Drama conventions (slow motion and freeze frames) in order to start thinking about how information can be put across in a persuasive manner.</p> <p>Resources (Articles and statistic provided by teacher, testimonials, stimulus pictures, keyword definition updated on Google Classroom).</p> <p>HAIL Activity: Look up an infomercial using the list provided on the Google classroom. Student is to make notes on language used and any interesting key features.</p>	
9/01/2023	<p>'Devising Drama' unit – Introduction to devising. Discussion around persuasive language and the style for the devising piece an infomercial. Discussion on what devising is and introduce the topics that will be covered during this module: Black Lives Matter, Me too Movement and 'Educational Crisis'. Students to practical create mini adverts using persuasive language and Drama conventions (slow motion and freeze frames) in order to start thinking about how information can be put across in a persuasive manner.</p> <p>Resources (Articles and statistic provided by teacher, testimonials, stimulus pictures, keyword definition updated on Google Classroom).</p> <p>HAIL Activity: Look up an infomercial using the list provided on the Google classroom. Student is to make notes on language used and any interesting key features.</p>	
16/01/2023	Devising Drama' unit – Black Lives Matter Lesson – Students to discuss key terms and basis of the movement, including what they have seen in the news over the past 12 months. Students will use newspaper and online articles provided by the class teacher to gather facts and figures in order to devise a short 30 second news report on the topic. Students are to use split stage and freeze frame in order to "interview" someone from the movement. This should encourage students to think creatively about how they might put across facts and figures in a Drama performance.	

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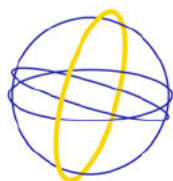
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	<p>Resources (Articles and statistic provided by teacher, testimonials, stimulus pictures, keyword definition updated on Google Classroom).</p> <p>HAIL Activity: Students to look at statistics provided on Google classroom, summarise what they show and suggest an interesting way that these could be put across to an audience.</p>	
23/01/2023	<p>Devising Drama' unit – Black Lives Matter Lesson – Students to discuss key terms and basis of the movement, including what they have seen in the news over the past 12 months. Students will use newspaper and online articles provided by the class teacher to gather facts and figures in order to devise a short 30 second news report on the topic. Students are to use split stage and freeze frame in order to "interview" someone from the movement. This should encourage students to think creatively about how they might put across facts and figures in a Drama performance.</p> <p>Resources (Articles and statistic provided by teacher, testimonials, stimulus pictures, keyword definition updated on Google Classroom).</p> <p>HAIL Activity: Students to look at statistics provided on Google classroom, summarise what they show and suggest an interesting way that these could be put across to an audience.</p>	
30/01/2023	<p>Introduction to use of narration with a focus on the use of voice. Create freeze frames to support the narration. Introduce articles about BLM that support the narrative and creates context. Resources (Articles and statistic provided by teacher, testimonials, stimulus pictures, keyword definition updated on Google Classroom).</p>	
6/02/2023	<p>Introduction to use of narration with a focus on the use of voice. Create freeze frames to support the narration. Introduce articles about BLM that support the narrative and creates context. Resources (Articles and statistic provided by teacher, testimonials, stimulus pictures, keyword definition updated on Google Classroom).</p>	AR2
13/02/2023	<p>Introduction to cross cutting and split scene. Focus on the impact. Identify the purpose of placards and how they can be used to emphasise a point. HAIL activity: For next lesson, research a fact or statistic about racial discrimination. Be ready to share this with the group. https://www.dosomething.org/us/facts/11-facts-about-racial-discrimination https://innocenceproject.org/facts-racial-discrimination-justice-system-wrongful-conviction-black-history-month</p>	AR2
February Half Term		
27/02/2023	<p>Introduction to cross cutting and split scene. Focus on the impact. Identify the purpose of placards and how they can be used to emphasise a point. HAIL activity: For next lesson, research a fact or statistic about racial discrimination. Be ready to share this with the group. https://www.dosomething.org/us/facts/11-facts-about-racial-discrimination https://innocenceproject.org/facts-racial-discrimination-justice-system-wrongful-conviction-black-history-month</p>	
6/03/2023	<p>'Devising Drama' unit – Educational Crisis lesson – Students to their thoughts and feelings about their own GCSEs having watched the two years ahead of them go through a very different experience of GCSEs to normal. Students will get the opportunity to read through some of the articles from that time. Students are to create 'living newspapers' using freeze frames of different news stories from this period of time, either from the resources or from their own ideas. Students will then use the convention of thought tracking to step outside of the newspaper and explain what is going through their characters mind. Resources (Articles and statistic provided by teacher, testimonials, stimulus pictures, keyword definition updated on Google Classroom).</p> <p>HAIL Activity: Students to write a short paragraph about how they would like to be assessed at the end of their GCSE year.</p>	

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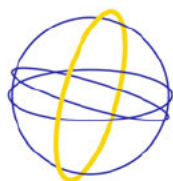
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20/03/2023	<p>Devising Drama' unit – Rehearsal lesson – Students to choose one of the topics that has been looked at in class and devise a short infomercial encouraging people to find out more about the topic. Students need to use skills and conventions learnt in previous lessons in order to come up with their infomercial. Students need to use facts, figures and resources provided by the teacher in order to inform their pieces.</p> <p>Resources (Articles and statistic provided by teacher, testimonials, stimulus pictures, keyword definition updated on Google Classroom).</p> <p>HAIL Activity: Students to write a short paragraph detailing what they want to make sure they aim for and work on for the final performance.</p>	
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Easter		
17/04/2023	<p>'Flock of Birds' mirroring activity using synchronisation. In groups choreograph 10 movements using synchronization. Change dynamic, levels, pace. Include use of canon, change of speed and direction. Paired interview activity as a stimulus for generating verbatim responses. Focus on naturalism.</p> <p>HAIL activity: Watch video clip and answer questions related to verbatim theatre</p>	
24/04/23	<p>'Flock of Birds' mirroring activity using synchronisation. In groups choreograph 10 movements using synchronization. Change dynamic, levels, pace. Include use of canon, change of speed and direction. Paired interview activity as a stimulus for generating verbatim responses. Focus on naturalism.</p> <p>HAIL activity: Watch video clip and answer questions related to verbatim theatre</p>	
1/05/2023	<p>Recall of movement and text. Explore characterization and setting using levels 1-10. Choose new text and group students to see a range of levels. Identify which is the most engaging level of verbatim.</p> <p>Scripting soundbites – group students to select and script a montage of soundbites from each person's research. What do you want/need the scene to do? Is it introductory? Is it exploring a theme? Script and edit an arrangement. Begin to apply movement.</p> <p>HAIL activity: Rehearse chosen section of script.</p>	
8/05/2023	<p>Recall of movement and text. Explore characterization and setting using levels 1-10. Choose new text and group students to see a range of levels. Identify which is the most engaging level of verbatim.</p> <p>Scripting soundbites – group students to select and script a montage of soundbites from each person's research. What do you want/need the scene to do? Is it introductory? Is it exploring a theme? Script and edit an arrangement. Begin to apply movement.</p>	

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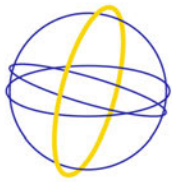
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	HAIL activity: Rehearse chosen section of script.	
15/05/23	Recall of movement and text. Explore characterization and setting using levels 1-10. Choose new text and group students to see a range of levels. Identify which is the most engaging level of verbatim. Scripting soundbites – group students to select and script a montage of soundbites from each person's research. What do you want/need the scene to do? Is it introductory? Is it exploring a theme? Script and edit an arrangement. Begin to apply movement. HAIL activity: Rehearse chosen section of script.	
22/05/23	Recall of movement and text. Explore characterization and setting using levels 1-10. Choose new text and group students to see a range of levels. Identify which is the most engaging level of verbatim. Scripting soundbites – group students to select and script a montage of soundbites from each person's research. What do you want/need the scene to do? Is it introductory? Is it exploring a theme? Script and edit an arrangement. Begin to apply movement. HAIL activity: Rehearse chosen section of script.	
May Half Term		
05/06/2023	Arranging text – what is your convention for staging? Students begin to layer verbatim theatre over a piece of movement. Recall chosen phrases and excerpts from text in previous lesson. Apply movement (as in first lesson) and include use of canon, layering, use of speed and change of direction. Rehearse arrangement. Pupils to re-call, rehearse and polish their soundbites and movement performance in preparation for their recorded assessment. Pupils encouraged to analyse the effectiveness of their work and the work of others identifying strengths and areas for development.	AR3
12/06/2023	Arranging text – what is your convention for staging? Students begin to layer verbatim theatre over a piece of movement. Recall chosen phrases and excerpts from text in previous lesson. Apply movement (as in first lesson) and include use of canon, layering, use of speed and change of direction. Rehearse arrangement. Pupils to re-call, rehearse and polish their soundbites and movement performance in preparation for their recorded assessment. Pupils encouraged to analyse the effectiveness of their work and the work of others identifying strengths and areas for development.	AR3
19/06/2023	DDI Wave 1 – whole class improvement DDI Wave 2 – individual improvements	
26/06/2023	DDI Wave 1 – whole class improvement DDI Wave 2 – individual improvements	
3/07/2023	Arranging Found text – using a text/speech/article arrange the text into verbatim theatre. Use layering, unison, repetition. Begin to choreograph movement.	
10/07/2023	Arranging Found text – using a text/speech/article arrange the text into verbatim theatre. Use layering, unison, repetition. Begin to choreograph movement.	
17/07/2023	Recall and polish script and layer onto movement.	

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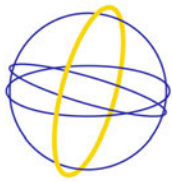
24/07/2023	Recall and polish script and layer onto movement.	
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