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Principal: Mrs C Stanyer

Subject: Drama

Year 9 Curriculum Map 2025 - 26

Week Commencing	Topic (including links to additional resources)	Assessment Window
Staff INSET 01/09 Students Return 02/09	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/zq8tgk7/revision/4 https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/6	
08/09/2025	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/zq8tgk7/revision/4 https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/6	
15/09/2025	How do the actors use gender crossing and stereotyping? Apply conventions of motifs, choral speech and movement and exaggeration to bring a freeze frame to life and to perform a selected scene of the Bouncers. https://www.bbc.co.uk/bitesize/guides/zqx3wmn/revision/6	
22/09/2025	How do the actors use gender crossing and stereotyping? Apply conventions of motifs, choral speech and movement and exaggeration to bring a freeze frame to life and to perform a selected scene of the Bouncers. https://www.bbc.co.uk/bitesize/guides/zqx3wmn/revision/6	
29/09/2025	Recall of Godbers conventions. Use of mirroring to understand conventions of unison and choral movement. Identify and create stylised movements to support the extracts. Apply stylised and choral movements to perform short extract.	
06/10/2025	Recall of Godbers conventions. Use of mirroring to understand conventions of unison and choral movement. Identify and create stylised movements to support the extracts. Apply stylised and choral movements to perform short extract.	
13/10/2025	Paired activity: 'Guess the stereotype'. In pairs students learn and say the lines of a simple script. Applying gender crossing and over exaggeration students act it out with a range of given scenarios. Introduction to Teechers – watch video clips to identify Godber's conventions. https://www.youtube.com/watch?v=nijOrhDgCBw&t=142s	
20/10/2025	Paired activity: 'Guess the stereotype'. In pairs students learn and say the lines of a simple script. Applying gender crossing and over exaggeration students act it out with a range of given scenarios. Introduction to Teechers – watch video clips to identify Godber's conventions. https://www.youtube.com/watch?v=nijOrhDgCBw&t=142s	
October Half Term		
03/11/2025	Recall Godber's conventions. Identify and apply the use of blocking and the following conventions to a scripted extract: Gender Crossing Over exaggeration Cannon Unison Choral speech Choral movement Stylised movements	

Ormiston Meridian Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



	Direct address Minimal props Narration Physical theatre Direct address	
10/11/2025	Recall Godber's conventions. Identify and apply the use of blocking and the following conventions to a scripted extract: Gender Crossing Over exaggeration Cannon Unison Choral speech Choral movement Stylised movements Direct address Minimal props Narration Physical theatre Direct address	
17/11/2025	Blocking and rehearsal process with use of success criteria to perform scripted extract in pairs or groups of 3.	AR1
24/11/2025	Blocking and rehearsal process with use of success criteria to perform scripted extract in pairs or groups of 3.	AR1
01/12/2025	Critical Reflection: DDI Wave 1 – whole class improvement DDI Wave 2 – individual improvements	
08/12/2025	Critical Reflection: DDI Wave 1 – whole class improvement DDI Wave 2 – individual improvements	
15/12/2025	The OMERA Factor – devise and perform a piece of drama of your own choice. This can be part of an improvement phase. Be prepared to perform for a competition at the end of the lesson.	
Christmas Break		
05/01/2026	Options Talk. Introduction to DNA – what are the possible themes and issues linked to the title? Hot Potato and White Lie paired activity used to introduce vocal dynamics. What is an inciting incident? Share the inciting incident in DNA. https://revisionworld.com/gcse-revision/english-literature/dna-dennis-kelly/key-themes	
12/01/2026	Options Talk. Introduction to DNA – what are the possible themes and issues linked to the title? Hot Potato and White Lie paired activity used to introduce vocal dynamics. What is an inciting incident? Share the inciting incident in DNA. https://revisionworld.com/gcse-revision/english-literature/dna-dennis-kelly/key-themes	
19/01/2026	Recall the inciting incident and predict what will happen next. Using contrasting vocal techniques, rehearse scripted extract to explore vocal dynamics. Identify character intention and apply voice and physical skills to make the intention clear to the audience. https://www.masterclass.com/articles/writing-101-what-is-an-inciting-incident-learn-how-to-use-inciting-incident-in-writing-with-tips-and-examples https://www.bbc.co.uk/bitesize/guides/zqtgq6f/revision/2	
26/01/2026	Recall the inciting incident and predict what will happen next. Using contrasting vocal techniques, rehearse scripted extract to explore vocal dynamics. Identify character intention and apply voice and physical skills to make the intention clear to the audience. https://www.masterclass.com/articles/writing-101-what-is-an-inciting-incident-learn-how-to-use-inciting-incident-in-writing-with-tips-and-examples https://www.bbc.co.uk/bitesize/guides/zqtgq6f/revision/2	
02/02/2026	Recall vocal dynamics. Identify what we learn about 2 characters in Act 1 scene 2 from initial reading of extract. Introduce proxemics and explore using dialogue in different positions to see how meaning is affected. Apply this to the scripted extract. Identify Lecoq's seven states of tension and apply to the start of the extract. Rehearse the script applying proxemics and seven states of tension. https://www.bbc.co.uk/bitesize/guides/zq9x34j/revision/11 https://dramaresource.com/seven-levels-of-tension/	AR2

09/02/2026	<p>Recall vocal dynamics. Identify what we learn about 2 characters in Act 1 scene 2 from initial reading of extract. Introduce proxemics and explore using dialogue in different positions to see how meaning is affected. Apply this to the scripted extract. Identify Lecoq's seven states of tension and apply to the start of the extract. Rehearse the script applying proxemics and seven states of tension.</p> <p>https://www.bbc.co.uk/bitesize/guides/zg9x34j/revision/11 https://dramaresource.com/seven-levels-of-tension/</p>	AR2
February Half Term		
23/02/2026	<p>Identify the status levels in the images and video clip of DNA. Introduce model box for HAIL competition. Read Act 1 scene 3. Experiment with contrasting high and low status characters as still images. Develop this in small groups by responding to given scenes. Identify changes in status. Apply thought tracking. Focus on extract and use the 'hot spot' to show status. Develop with proxemics to support the status.</p> <p>https://resource.download.wjec.co.uk/vtc/2019-20/wjec19-20_1-15/eduqas/01-DNA.pdf Behind the Scenes Episode 4: Set Design Model Box Emil and the Detectives</p>	
02/03/2026	<p>Identify the status levels in the images and video clip of DNA. Introduce model box for HAIL competition. Read Act 1 scene 3. Experiment with contrasting high and low status characters as still images. Develop this in small groups by responding to given scenes. Identify changes in status. Apply thought tracking. Focus on extract and use the 'hot spot' to show status. Develop with proxemics to support the status.</p> <p>https://resource.download.wjec.co.uk/vtc/2019-20/wjec19-20_1-15/eduqas/01-DNA.pdf Behind the Scenes Episode 4: Set Design Model Box Emil and the Detectives</p>	
09/03/2026	<p>Improvisation activity used to explore status. Identify and take on a high or low status role from DNA. Provide context about Adam and create a tense scene using silence and proxemics. Focus on extract and use the 'hot spot' to show status. Develop with proxemics to support the status.</p> <p>Rehearse and perform scripted extract incorporating status, proxemics, silence, states of tension, vocal dynamics to create a performance.</p>	
16/03/2026	<p>Improvisation activity used to explore status. Identify and take on a high or low status role from DNA. Provide context about Adam and create a tense scene using silence and proxemics. Focus on extract and use the 'hot spot' to show status. Develop with proxemics to support the status.</p> <p>Rehearse and perform scripted extract incorporating status, proxemics, silence, states of tension, vocal dynamics to create a performance.</p>	
23/03/2026	Rehearse and perform scripted extract incorporating status, proxemics, silence, states of tension, vocal dynamics to create a performance.	
Easter Break		
13/04/2026	Rehearse and perform scripted extract incorporating status, proxemics, silence, states of tension, vocal dynamics to create a performance.	
20/04/2026	<p>DDI Wave 1 – whole class improvement</p> <p>DDI Wave 2 – individual improvements</p>	
27/04/2026	<p>DDI Wave 1 – whole class improvement</p> <p>DDI Wave 2 – individual improvements</p>	
04/05/2026	<p>What is verbatim theatre? Mirroring activity focusing on levels, space, dynamics and pace supports with synchronicity. 'Flock of Birds' activity – create a sequence of movements in groups in sync. Incorporate conventions such as canon, change of speed and direction. Perform and evaluate.</p> <p>https://www.youtube.com/watch?v=ui3k1wT2yeM</p>	
11/05/2026	<p>What is verbatim theatre? Mirroring activity focusing on levels, space, dynamics and pace supports with synchronicity. 'Flock of Birds' activity – create a sequence of movements in groups in sync. Incorporate conventions such as canon, change of speed and direction. Perform and evaluate.</p> <p>https://www.youtube.com/watch?v=ui3k1wT2yeM</p>	

18/05/2026	Levels of Verbatim – a series of paired interview tasks where partners words and mannerisms are identified and then repeated verbatim performing naturalistically. Perform and evaluate. Select a text (from previous lesson) and perform one line in the role of a new character. Select a location and an action for characters. Perform and evaluate. https://www.youtube.com/watch?v=ui3k1wT2yeM	
May Half Term		
01/06/2026	Levels of Verbatim – a series of paired interview tasks where partners words and mannerisms are identified and then repeated verbatim performing naturalistically. Perform and evaluate. Select a text (from previous lesson) and perform one line in the role of a new character. Select a location and an action for characters. Perform and evaluate. https://www.youtube.com/watch?v=ui3k1wT2yeM	
08/06/2026	Scripting soundbites – using the collected verbatim work (from the previous lesson) work as a group 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/exploring a particular aspect of your theme? Script and edit arrangements. What is your convention for staging? Rehearse, polish, perform and evaluate.	
15/06/2026	Scripting soundbites – using the collected verbatim work (from the previous lesson) work as a group 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/exploring a particular aspect of your theme? Script and edit arrangements. What is your convention for staging? Rehearse, polish, perform and evaluate.	ROA
22/06/2026	Rehearse, polish and perform scripted soundbites.	ROA
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06/07/2026	DDI Wave 1 – whole class improvement DDI Wave 2 – individual improvements	
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20/07/2026	The OMERA Factor – devise and perform a piece of drama of your own choice. This can be part of an improvement phase. Be prepared to perform for a competition at the end of the lesson.	