



Scheme of Learning Devising	Y9 Devising
Learning Outcomes	<p>End Product Pupils will create a devised performance in response to stimuli with application of a variety of skills and techniques.</p> <p>Knowledge and Understanding Acting Skills (from the performer perspective); Drama Techniques: PaperBird's Techniques (narration, coming out of role, split rolling, multi-rolling, flocking); Responding to stimuli; How to explore a sensitive issue</p> <p>Skill Set Ability to devise a performance, developing an original piece drama using a range of techniques and skills</p>
Key Question	1. How do we use Paper Technique's to create an interesting devised piece based on a sensitive stimulus?
Knowledge	<p>Key Concepts: Devising, Possible Themes: Beauty Bias, LGBTQ+, tackling racism, character development, audience awareness, building a verbatim story.</p> <p>Key Skills: Physical (gesture, facial expressions, body language, gait, movement, posture) & Vocal (Pitch, Pace, Pause, Tone, Volume, Accent) Skills, Physical Theatre</p> <p>Techniques: Moulding, narration, split-rolling, coming out of character, flocking, choreo cues, Verbatim, heightened characters</p>
On-going Assessment	<p>Formative Assessment will happen throughout all lessons.</p> <p>Examples: Exit cards, whole class discussions, spotlight performances/ questions, thumbs up check in for terminology, RAG checks, use of Bookmark MAC to set a personal target that they will continue to strive to achieve, 1-5 for confidence when using a technique</p> <p>Misconceptions: Difference between developing and refining performance. The purpose behind specific techniques and the impact they are meant to have on their audience.</p> <p>Homework: Section 1 GCSE Devising Working Log book: response to stimulus</p>
Key Assessment	<p>Creating mark assessed work throughout (formative check-ins) to identify HOW they are devising from the stimulus.</p> <p>Written Self-Assessment against rehearsal criteria to identify their success within the devised process.</p>



	<p>Written Peer Assessment of the final performance to identify from a peer the success of the devised performance. Written Section 1 devising log.</p> <p>Formal Teacher Assessment given marking against creating and performing criteria which provides an overall colour linked to criteria. Student will also get a 1-9 GCSE mark so they can make the connection between where they are now and GCSE</p>
Clear sequencing of content	<p>Narrative</p> <p>L1 Introduction to Stimuli: The Look, Beauty Bias and LGBTQ+ Secrets L2 Workshop 1: Introduce PaperBirds and Verbatim Style. Techniques: Narration, Heightened characters, stylised movement, choreo cues: Creating character and opening episode scenario shared L3 Workshop 2: Moulding the character, split rolling, flocking L4 Workshop 3: Building the character – introduction of Episode 2: The person L5 Workshop 4: Introduction of Motifs, creation of motif transition L6 Devising: Connecting Episode 1-2 and motif transitions together L7: Devising L8: Rehearsal L9: Rehearsals – mid-term peer assessment L10: Rehearsals and address feedback L11: Assessment L12: Assessment</p> <p>Themes/ Concepts that are built upon</p> <p>Devising from stimulus, vocal and physical skills extension based on practitioner theory. Certain techniques (narration, physical theatre) further developed from year 7&8. Importance of character development and how to apply this to performance</p> <p>Help Future Learning</p> <p>Over the 3 years of KS3 the aim is to create a specific vocabulary that pupils can use when devising and reflecting on performance which will support their understanding at GCSE. Building confidence when working with others and presenting work. Recap of terminology from Year 7 to ensure that key skills are understood to introduced new styles throughout the year.</p>



	<p>Systematic Building of Vocabulary</p> <p>Pupils have a toolkit that was created in Y7, a new and improved version can be created. This allows pupils to identify key terms and their definitions. <i>At the end of the unit there can be an option to reflect on this with RAG.</i></p> <p>Pupils are proactively asked to use these skills and techniques in practice. Physical evidence of them in performance can support their understanding of the definition.</p>
Links to Careers	<p>Careers Links:</p> <p>Skills developed in drama are used widely throughout all professions, skills such as: <i>Communication, Teamwork, Emotional (Self-awareness/motivation/ confidence), leadership skills, creativity, decision making, judgement skills, conceptual thinking, problem solving.</i></p> <p>Drama is specifically highlighted in benefiting the following careers: Performer, director, designer, lawyer, theatre manager, therapy, doctor.</p>
Diversity and Inclusion	<p>Diversity & Inclusion:</p> <p>All pupils will have an equal opportunity throughout each aspect of this unit to ask questions/ create opinions and problem solve.</p> <p>The topics that we are devising explore sensitive topics: Racism in the modern world, beauty standards and issues sounding the LGBTQ+ community. The stimulus show a range of cultures/heritages and are aimed at exploring the topics sensitively and positively, creating a well thought out final performance on their stimulus.</p>
Additional support	<p>Practical techniques are suggested using a coloured system so pupils can choose to apply one set of techniques rather than all of them.</p> <p>Resources available on SharePoint</p> <p>Access to live performances to watch skills/ techniques to support their own application.</p> <p>Drama Terminology Page to ensure key words/ definitions can be referenced.</p>
Challenge	<p>Resources:</p> <p>Dove Beauty standards of hair are a form of bias #BeautyBias (youtube.com)</p> <p>P&G: The Look (youtube.com)</p>

NHSG Key Stage 3 Unit Overview Year 9 Drama Spring 2 and Summer 1



[People Read Strangers' LGBTQ Secrets \(youtube.com\)](#)

Wider Reading: Practitioner research:

[The Paper Birds Theatre Company : The Paper Birds](#)