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Year 9

**Department of Drama**

# OVERVIEW

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## Skills Developed

In Year 9, pupils refine their skills in approaching both scripted and devised drama. It is expected that students draw upon all the skills they have gained from the KS3 course to establish original and well considered performances. They are also encouraged to consider advanced drama techniques such as stylised ideas and technical elements to enhance the pieces they create. Throughout the year, students must demonstrate the ability to work sensitively in a team, develop and sustain a variety of roles and successfully analyse performance work.

## Topics covered

### Autumn Term

- Refugees: A issue based in which students explore the plight of a refugee through spoken word.
- Too Much Punch for Judy – exploration of a script that focuses on the issue of drinking. The style is physical theatre and students research and workshop this style of performance.

### Spring Term

- Performance pieces of the above script – independent group work – the end performance will be marked on the GCSE 1-9 system.
- Devising project – an independent, group project using given stimulus to create theatre. The end performance will be marked on the GCSE 1-9 system.

### Summer Term

- Devising project – an independent, group project using given stimulus to create theatre. The end performance will be marked on the GCSE 1-9 system.
- Live Theatre Response: Students will watch a recording of a live theatre production and learn how to format and write a 32 mark essay from the GCSE Spec.

## How we assess your daughter's progress

Students will undertake a performing and creating assessment for each topic studied. Once a term pupils will be given a written assessment which will link to their performing and creating assessment or to the script they have studied.

The written assessments will require students to analyse the application of their own skills, focusing on intention and impact. When studying a play text they will be required to answer how they would either perform or direct a specific extract in order to obtain the desired impact and link this back into previously learnt theory.

The practical assessments will be assessed in two ways. Firstly, they will be marked on their creating; this focuses on how they communicate in their group, implement key theory into their performances and the rehearsal techniques they use. Secondly, they will be assessed on their performing. This will be on how they use their voice, body language, facial expression and character interaction on stage.

At the end of each topic, a colour band will be allocated, based on the average of both of these assessments. Alongside this, for Autumn and Summer terms pupils will be given a GCSE 1-9 performance grade.

**How we support and develop your daughter**

Pupils are encouraged to use Frog to access resources and check their email regularly

**How you can help your daughter**

Regular visits to the theatre will be an invaluable asset to developing your daughter's awareness of live performance. Providing help with homework tasks and performance preparation will also be a welcome support. You may also wish to look at your daughter's assessment sheets in her exercise book to follow her progress. Encouraging thorough research into careers options will be important in Year 9 to ensure informed options choices are made.

07/24