Curriculum Summary Document

Year 9 – Drama

Developing the Actor: Process, Purpose and Theatre for Change

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for transition into KS4?	Links to other Subjects
LC1 - An Actor's Process	**Autumn One**	Students study Blood Brothers through an actor-training lens, beginning with Stanislavski's Given Circumstances before exploring character objectives and units. They learn to identify what a character wants, how circumstances shape behaviour and how a scene can be broken into purposeful sections for rehearsal.	This formalises ideas students have previously used intuitively and introduces the disciplined analytical process expected at Key Stage 4. Students learn to connect textual evidence and context directly to performance intention.	English - close reading and inference History - social and cultural context Life - motivation, relationships and empathy
	Autumn Two	Students deepen characterisation in Blood Brothers through the Magic If, including unseen-scene work that requires them to maintain consistent objectives, relationships and behaviour beyond the studied text. They then transfer this process to Frankenstein through detailed physical characterisation and empathy for the Creature.	Students become less dependent on teacher-led choices and more able to generate believable performance decisions from character and circumstance. Transfer between texts also develops flexibility and prepares them for unfamiliar material at Key Stage 4.	English - character, subtext and inference Life - empathy and perspective Science/English - Frankenstein context and ideas
	Spring One	Students explore subtext in Frankenstein and refine how voice, physicality and interaction can communicate thoughts and feelings that are not stated explicitly. They rehearse and apply the full actor process before completing knowledge and skill checks and setting precise next steps.	This consolidates a repeatable rehearsal process: analyse, interpret, experiment, refine and evaluate. It gives students the independence and vocabulary needed to discuss creative choices and practical development in Key Stage 4 Performing Arts.	English - subtext and interpretation English – oracy through explaining creative intentions Life - reflection and self-regulation

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for transition into KS4?	Links to other Subjects
LC2 - Theatre for Change	**Spring Two**	Students begin Theatre for Change through Missing Dan Nolan and Verbatim Theatre. They explore how real events, testimony and documentary material can be shaped for performance, considering authenticity, viewpoint, audience response and the responsibilities involved in representing real experiences.	The curriculum shifts from how an actor creates a role to why theatre is made and how it can influence an audience. This introduces purpose, stimulus and social context - concepts that become increasingly important in Key Stage 4 devised work.	English - non-fiction, testimony and viewpoint Citizenship - community and social issues Life - empathy and responsible representation
	Summer One	Students explore Theatre in Education and compare Stanislavski with Brecht, considering how naturalistic and non-naturalistic choices create different effects. Through workshopping, they experiment with performance style, audience relationship and ways of communicating a clear message.	Students learn to select style according to purpose rather than simply performing in a preferred way. This develops the comparative practitioner knowledge and intentional decision-making required for Component 1 and later responses to a brief.	Citizenship - messages and social action English - comparison and justification History - twentieth-century theatre practice
	Summer Two	Students extend their practical repertoire through stage combat and apply the year's learning in a final skill check. They rehearse safely, make purposeful stylistic choices and evaluate how effectively performance techniques communicate character, narrative and intention to an audience.	Year 9 ends with students able to analyse text and stimulus, select appropriate techniques, work safely and collaboratively, and justify artistic choices. These are direct foundations for the increased independence and vocational expectations of BTEC Performing Arts.	PE - control, spatial awareness and safe movement English - Oracy through evaluation and justification Life - responsibility, trust and teamwork