


**WINTER TERM – Year 9**


### **‘An ambitious curriculum that meets the needs of all’**

### Medium Term Planning - Topic: Trouble at the Nightclub, Macbeth

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 8, pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/National Curriculum Links</b>	AUTUMN TERM
	<b>PROXEMICS &amp; DRAMATIC PAUSE</b> -Language/Communication skills/English/Speaking and Listening
	<b>TROUBLE AT THE NIGHTCLUB</b> -Exploration of current affairs, exploration of a social issue through Drama, use of Drama as a medium to develop understanding of a social issue- links with PSHE/Development of Emotional Literacy/Exploring use of Drama to raise important issues and looking at ways of achieving this through Forum Theatre/Marking the Moment/Thought tracking/Conscience Alley
	<b>MACBETH (MODERN)</b> -Links With English Literature/Playwright's Intention/Learning about character development in a plot/Exploring ways of communicating intentions to the audience/Awareness of ideas and what/how you want to communicate a moment to create a specific impact. Introduction of selecting key drama skills to create a particular impact such as slow motion/juxtaposition/thoughts aloud/physical theatre
<b>Spiritual, moral, social, and cultural development</b>	<b>SMSC: Exploration of relevant news articles on crime in today's society</b> <b>PSHE/British Values:</b> Exploration of choice/consequence <b>Skills Builder: Team work collaboration and creativity</b>
<b>Numeracy</b>	
<b>Literacy</b>	<b>Key Drama words, reading articles and scripting own work</b>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Exploring social issues/creativity/communication skills/presentation skills/Transferable skills for the development of the whole child
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<b>By product: Outcome</b> <b>By resource:</b> Use of visual images/Newspaper Headlines/Music /Short scripted extracts/Songs <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. Closed and Open Questioning. Deeper more probing questions to analyse, evaluate the work <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.

	<p><b>GIFTED and TALENTED -Option of writing their own monologue as one of the characters for ‘Trouble at the Nightclub’ and learning the Shakespeare version of a scene explored in the lesson</b></p> <p><b>Modelling by teacher and Peers</b></p>
<p><b>Implementation Curriculum Delivery</b></p>	<p>Class Teacher and Involvement of students</p> <p>Term One first half</p> <ul style="list-style-type: none"> <li>Students to UNDERSTAND the social implications of violence and to see there is an overlap between the responsibilities of school and home.</li> <li>UNDERSTAND how to make the right choices and think about actions and consequences.</li> <li>KNOW who they could speak to/turn to if they were in a dangerous situation or witnessed an event.</li> <li>BE ABLE to use still images, interview technique/hot seating, pair and group work and TiR.</li> <li>ALL-By end of the unit all pupils will understand the purpose of a character profile and hot seating to explore social/moral issues</li> <li>MOST- pupils will be able to offer ways of using the new skills</li> <li>SOME – be able to draw on previous learning and add other techniques to the final piece</li> <li>A FEW-Will be able to take a directing role</li> </ul> <p>TERM ONE SECOND HALF</p> <p>MACBETH</p> <p>Macbeth – Covering Macbeth in a modern way to make the storyline and the characters clear to the students.</p> <p>To understand the characters of Macbeth, Banquo &amp; Lady Macbeth. To look at power and how it corrupts Macbeth</p> <p>To look at the themes of Macbeth and explore the characters.</p> <ul style="list-style-type: none"> <li>ALL-By end of the unit all pupils will have an understanding of plot and characters.ALL pupils to participate in the practical tasks and an understanding of new Drama learning</li> <li>MOST- pupils will be able to offer presentations of their work linked to Macbeth</li> <li>SOME – be able to learn scripted extracts and perform in a variety of ways</li> <li>A FEW-Will be able to take a lead in the creation and development of the work</li> </ul>
<p><b>Learning Outcomes (Knowledge)</b></p>	

<b>Current learning to be developed in the future within:</b>	Development of characterisation Rehearsing and refining work Working creatively and collaboratively Ability to evaluate work verbally using key terms Understanding the flow of a plot line Realising a playwright's intentions Making connections with other areas of the curriculum Confidence in performing skills Use of specific Drama techniques to communicate ideas, plot, characters and mood/atmosphere	
<b>Assessment</b>	One summative assessments for year 9 in Winter Term Recording and verbal feedback of one practical presentation	
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.	

 <p style="text-align: center;"><b>SPRING TERM – Year 9</b>  <b>‘An ambitious curriculum that meets the needs of all’</b>  <b>Medium Term Planning - Topic: Drama Workshops &amp; Charlie’s Diary</b></p>		
<b>Curriculum Intent</b>	In addition to working further on objectives from Year 8, pupils will be taught, following National Curriculum guidelines, the following this term:	
<b>Skills/National Curriculum Links</b>	<p><b>Spring term first half – Drama Workshops</b></p> <p><b>Script work / Directing/ characterisation / English / monologues / duologues / stage design/ lighting and sound effects</b></p> <p>The unit will be explored using techniques such as tableaux / monologues / mime / physical theatre / flashbacks / flash forwards/acting for TV</p> <p>Charlie’s Diary</p> <p>The aim is that they will be able to create stronger characters and will come out of role less. They will learn accents, pace, pause and tone and how the voice affects performance. With links to characterisation and key drama terminology the idea is for self and peer development to play a role in refining the skills they are practicing. The exploration of characters enables for deeper understanding, pushing for further commitment to the roles they play within lesson.</p> <p>Clear characters include: The police / Teacher / Soldier / clown / teenager</p>	
<b>Spiritual, moral, social, and cultural development</b>	<b>SMSC: Exploration of relevant news articles on crime in today’s society</b> <b>PSHE/British Values:</b> Exploration of choice/consequence <b>Skills Builder: Team work collaboration and creativity</b>	
<b>Numeracy</b>		
<b>Literacy</b>	<b>Key Drama words, reading articles and scripting own work</b>	
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Exploring social issues/creativity/communication skills/presentation skills/Transferable skills for the development of the whole child	
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:	

<p><b>QFT/SEND Provision</b></p>	<p><b>By product: Outcome</b>  <b>By resource:</b> Use of visual images/Newspaper Headlines/Music /Short scripted extracts/Songs  <b>By Intervention:</b> by providing different levels of supervision and support  <b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue. Closed and Open Questioning. Deeper more probing questions to analyse, evaluate the work  <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.  <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.  <b>By Offering Optional Activities:</b> In class or as homework, to extend learning.  This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.  <b>GIFTED and TALENTED -Option of writing their own monologue as one of the characters for ‘Trouble at the Nightclub’ and learning the Shakespeare version of a scene explored in the lesson</b>  <b>Modelling by teacher and Peers</b></p>
<p><b>Implementation Curriculum Delivery</b></p>	<p>Class Teacher and Involvement of students</p>
<p><b>Learning Outcomes (Knowledge)</b></p>	<p><b>Term Two first half</b></p> <p><b>Students will take part in a series of one off workshops on different aspects of Drama performance and tech</b></p> <ul style="list-style-type: none"> <li>• ALL-By end of the unit all pupils will understand the purpose of a character profile and the execution of monologues and duologues</li> <li>• MOST- pupils will be able to offer ways of using the new skills</li> <li>• SOME – be able to draw on previous learning and add other techniques to the final piece</li> <li>• A FEW-Will be able to take a directing role</li> </ul> <p><b>Term Two first half</b></p> <p>Charlie’s Story  Covering the character Charlie and the situations he has been getting himself into and how Charlie is thinking/feeling as a result.</p> <ul style="list-style-type: none"> <li>• ALL-By end of the unit all pupils will have an understanding of characters. ALL pupils to participate in the practical tasks and an understanding of new Drama learning</li> <li>• MOST- pupils will be able to offer further understanding of characterisation skills and techniques</li> <li>• SOME – be able to learn and perform in a variety of ways</li> <li>• A FEW-Will be able to take a lead in the creation and development of the work</li> </ul>



Development of characterisation  
 Rehearsing and refining work  
 Working creatively and collaboratively  
 Ability to evaluate work verbally using key terms  
 Understanding the flow of a plot line  
 Realising a playwright's intentions  
 Making connections with other areas of the curriculum  
 Confidence in performing skills  
 Use of specific Drama techniques to communicate ideas, plot, characters and mood/atmosphere

#### Assessment

One summative assessments for year 9 in Winter Term  
 Recording and verbal feedback of one practical presentation

#### Impact

Attainment and Progress – Refer to assessment results / data review documentation.



### SUMMER TERM – Year 9

**'An ambitious curriculum that meets the needs of all'**

**Medium Term Planning - Topic: Blood Brothers & Directing**

#### Curriculum Intent

**In addition to working further on objectives from Year 8, pupils will be taught, following National Curriculum guidelines, the following this term:**

#### Skills/National Curriculum Links

**Script work / Directing/ characterisation / English / monologues / duologues / stage design/ lighting and sound effects**

With links to English while providing prior knowledge of the GCSE drama set text. Blood Brothers explores the social class divide of Northern England in the 1950's, expanding into the 1970's. Exploring the use of play to develop childhood characteristics to assist character portal. Looking at character development – children to teenagers to young adults, family life – relationships with parents and siblings. Playwrights' intentions/exploration of voice and accent.

This script will be explored using Directing / split scenes / narration / monologues / use of levels / accent/ stage combat.

Directing

Linking to leadership and personal development and reflection. Exploring Blood Brothers along with other scripts and original pieces. Focusing on small group development and collaboration. Using scripted text and full range of stage directions, allowing for creativity within the directorial role.

#### Spiritual, moral, social, and cultural development


**SMSC: Exploration of relevant news articles on crime in today's society**  
**PSHE/British Values: Exploration of choice/consequence**  
**Skills Builder: Team work collaboration and creativity**

#### Numeracy

#### Literacy

**Key Drama words, reading articles and scripting own work**

<b>Becoming future ready</b>	<b>Careers/Employability:</b> Exploring social issues/creativity/communication skills/presentation skills/Transferable skills for the development of the whole child
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product: Outcome</b></p> <p><b>By resource:</b> Use of visual images/Newspaper Headlines/Music /Short scripted extracts/Songs</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. Closed and Open Questioning. Deeper more probing questions to analyse, evaluate the work</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p> <p><b>GIFTED and TALENTED -Option of writing their own monologue as one of the characters for 'Trouble at the Nightclub' and learning the Shakespeare version of a scene explored in the lesson</b></p> <p><b>Modelling by teacher and Peers</b></p>
<b>Implementation Curriculum Delivery</b>	Class Teacher and Involvement of students
<b>Learning Outcomes (Knowledge)</b>	<p><b>Term Three first half:</b></p> <p>Blood Brothers Covering Blood Brothers, analyzing characters Micky, Eddie, Mrs. Johnston and Mrs. Lyons. Looking at the contrast in characteristics directly relating to social class. To look at and explore the themes and issues of childhood, poverty, family dynamics and tragic loss.</p> <ul style="list-style-type: none"> <li>• ALL-By end of the unit all pupils will have an understanding of plot and characters. ALL pupils to participate in the practical tasks and an understanding of new Drama learning</li> <li>• MOST- pupils will be able to offer presentations of their work linked to Blood Brothers</li> <li>• SOME – be able to learn scripted extracts and perform in a variety of ways</li> <li>• A FEW- Will be able to take a lead in the creation and development of the work.</li> </ul> <p><b>Term Three Second half:</b></p> <p>Directing</p> <p>Covering Blood Brothers/other scripts and original pieces. Focusing on leadership and collaboration within small groups. Group understanding of the text or piece is necessary, along with the use of previous knowledge of theatre skills and techniques.</p> <ul style="list-style-type: none"> <li>• ALL-By end of the unit all pupils will have an understanding of plot and characters. ALL pupils to participate in the practical tasks and an understanding of new Drama learning</li> <li>• MOST- pupils will be able to offer theatre skills and techniques to explore the dramatic intention of the scrip/piece of performance/.</li> <li>• SOME – be able to learn scripted extracts and perform in a variety of ways</li> </ul>

	<ul style="list-style-type: none"> <li>A FEW- Will be able to take a lead in the creation and development of the work.</li> </ul>
	<p>Development of characterisation</p> <p>Rehearsing and refining work</p> <p>Working creatively and collaboratively</p> <p>Ability to evaluate work verbally using key terms</p> <p>Understanding the flow of a plot line</p> <p>Realising a playwright's intentions</p> <p>Making connections with other areas of the curriculum</p> <p>Confidence in performing skills</p> <p>Use of specific Drama techniques to communicate ideas, plot, characters and mood/atmosphere</p>
<b>Assessment</b>	<p>One summative assessments for year 9 in Winter Term</p> <p>Recording and verbal feedback of one practical presentation</p>
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.