

Year 9 Curriculum Overview 2025-2026
Subject - Drama

	Knowledge & Understanding			Literacy Skills	Employability Skills	Assessment Opportunities
	Composites	Components	Formal Retrieval [if any]	Opportunities for developing literacy skills		
Autumn Term 1 Brecht and Epic Theatre	To be use a range of Brechtian styles to perform/create theatre	Demonstrate an understanding of non-naturalistic performance. Understand how to effectively use narration, gestus and caricature to create alienation Understand how to use voice and physicality to create a clear character. Develop an understanding of Brecht’s historical context and how this effects the intentions of his work. Perform and learn lines for an extract of “Teechers” using multirole in a Brechtian style.	Narration Multirole Creating and play/ script writing and editing.	Oracy Discussion Debate Script writing Understanding of language used by different characters Reading a script out loud	Oracy Discussion Teamwork Problem Solving Empathy and understanding of others	Narration in role Caricature and 3 rd person speaking to create alienation Gestus Multi rolling Evaluation Tick sheets MCQ’s End of topic practical performance H/W
Catholicity Across Drama	Human Dignity – Use of role play helps students experience perspective different from her own, promoting empathy and understanding Participation – an environment where students respectfully engage with the work of others Solidarity – Students to work collaboratively with a common purpose. All students are part of a team where everyone’s opinion is valued Subsidiarity – Within the genre, pupils can choose their own character and performance A bible quote which links to the lesson is on all lesson PowerPoints					
Autumn Term 2 Stanislawski	To use a range of Stanislvski styles, from “The System” to perform/create theatre	Demonstrate an understanding of naturalistic performance. Understand how to effectively use techniques from “The System”-Realism, Naturalism, Practitioner, The System, Method, Given Circumstance, , 4 th wall, Objectives, Magic If.	Naturalistic theatre Creating and play/ script writing and editing. 4 th wall	Oracy Discussion Debate Script writing Understanding of language used by different characters Reading a script out loud	Oracy Discussion Teamwork Problem Solving Empathy and understanding of others	Evaluation Tick sheets MCQ’s End of topic practical performance H/W

		<p>Understand how to use voice and physicality to create a clear character.</p> <p>Develop an understanding of Brecht's historical context and how this effects the intentions of his work.</p> <p>Perform and learn lines for an extract of "Teechers" using multirole in a Brechtian style.</p>				
<p>Spring Term</p> <p>DNA –Play Study</p>	<p>Understanding of the play DNA</p>	<p>Creating a freeze frame</p> <p>Creation of a character from a given script</p> <p>Be able to perform a direct address (speaking straight to the audience)</p> <p>Proxemics between characters and stage positions</p> <p>Rehearsed improvisation from a given stimulus in a group</p> <p>Adding cross cutting into performances</p> <p>Script writing an original ending</p> <p>Character focus using Stanislavski's 'The Magic If'</p> <p>Performing and writing a short monologue focusing on one character based on Leah's monologue of Mortality</p>	<p>Freeze Frame</p> <p>Script</p> <p>Characterisation</p> <p>Rehearsed improvisation</p>	<p>Oracy</p> <p>Discussion</p> <p>Debate</p> <p>Script writing</p> <p>Understanding of language used by different characters</p> <p>Reading a script out loud</p>	<p>Oracy</p> <p>Discussion</p> <p>Teamwork</p> <p>Problem Solving</p> <p>Empathy and understanding of others</p>	<p>Performance of the cross-cut scene showing Adam's death – focus on facial expressions, gestures, use of language,</p> <p>Performance of a short monologue from the point of view of one of the characters – <i>focus on characterisation</i></p> <p>Performance of the 'ending' of the play</p> <p>Assessment of h/w tasks and character profiles.</p> <p>Evaluation</p> <p>Tick sheets</p> <p>MCQ's</p> <p>End of topic practical performance</p> <p>HW</p>
<p>Catholicity Across Drama</p>	<p>Human Dignity – Use of role play helps students experience perspective different from her own, promoting empathy and understanding</p> <p>Participation – an environment where students respectfully engage with the work of others</p> <p>Solidarity – Students to work collaboratively with a common purpose. All students are part of a team where everyone's opinion is valued</p> <p>Subsidiarity – Within the genre, pupils can choose their own character and performance</p> <p>A bible quote which links to the lesson is on all lesson PowerPoints</p>					
<p>Summer Term</p> <p>Mask</p>	<p>To be able to perform with theatre masks</p>	<p>To identify the history of masks within theatre</p> <p>To describe how masks and synchronised movement can be used for effect within a piece</p>	<p>Narration</p> <p>Greek Theatre</p> <p>Mime</p>	<p>Oracy</p> <p>Discussion</p> <p>Debate</p> <p>Script writing</p>	<p>Oracy</p> <p>Discussion</p> <p>Teamwork</p> <p>Problem Solving</p> <p>Empathy and understanding of others</p>	<p>Narration in role</p> <p>Caricature and 3rd person speaking to create alienation</p>

		<p>To identify and describe the mask rules and how they maintain the illusion</p> <p>To exaggerate movement and gestures in a masked performance</p> <p>To create clearly defined characters and sustain these for a reasonable amount of time</p>		<p>Understanding of language used by different characters</p> <p>Reading a script out loud</p>		<p>Gestus</p> <p>Multi rolling</p> <p>Evaluation</p> <p>Tick sheets</p> <p>MCQ's</p> <p>End of topic practical performance</p> <p>HW</p>
Catholicity Across Drama	<p>Human Dignity – Use of role play helps students experience perspective different from her own, promoting empathy and understanding</p> <p>Participation – an environment where students respectfully engage with the work of others</p> <p>Solidarity – Students to work collaboratively with a common purpose. All students are part of a team where everyone's opinion is valued</p> <p>Subsidiarity – Within the genre, pupils can choose their own character and performance</p> <p>A bible quote which links to the lesson is on all lesson PowerPoints</p>					

Summer Term Theatre review		<p>To identify the history of masks within theatre</p> <p>To describe how masks and synchronised movement can be used for effect within a piece</p> <p>To identify and describe the mask rules and how they maintain the illusion</p> <p>To exaggerate movement and gestures in a masked performance</p> <p>To create clearly defined characters and sustain these for a reasonable amount of time</p>	<p>Narration</p> <p>Greek Theatre</p> <p>Mime</p>	<p>Oracy</p> <p>Discussion</p> <p>Debate</p> <p>Script writing</p> <p>Understanding of language used by different characters</p> <p>Reading a script out loud</p>	<p>Oracy</p> <p>Discussion</p> <p>Teamwork</p> <p>Problem Solving</p> <p>Empathy and understanding of others</p>	<p>Evaluation</p> <p>Tick sheets</p> <p>MCQ's</p> <p>End of topic practical performance</p> <p>HW</p>
Catholicity Across Drama	<p>Human Dignity – The study of characters and plays helps students experience perspective different from her own, promoting empathy and understanding</p> <p>Participation – an environment where students respectfully engage with the work of others</p> <p>Solidarity – Students to work collaboratively with a common purpose. All students are part of a team where everyone's opinion is valued</p> <p>Subsidiarity – Within the genre, pupils can choose their own theatre role to evaluate</p> <p>A bible quote which links to the lesson is on all lesson PowerPoints</p>					