

Year 9 Curriculum Overview 2026-2027

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. Proxemics Levels Blocking Freeze frame/tableau Characterisation Vocal skills (pace, pitch, tone, volume, emphasis) Physical skills (gesture, posture, facial expression, movement)	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 Stanislavski	To use a range of Stanislavski 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 Proxemics Levels Blocking Freeze frame/tableau	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

		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.	Characterisation Vocal skills (pace, pitch, tone, volume, emphasis) Physical skills (gesture, posture, facial expression, movement)			
Spring Term DNA –Play Study	Understanding of the play DNA	Creating a freeze frame Creation of a character from a given script Be able to perform a direct address (speaking straight to the audience) Proxemics between characters and stage positions Rehearsed improvisation from a given stimulus in a group Adding cross cutting into performances Script writing an original ending Character focus using Stanislavski's 'The Magic If' Performing and writing a short monologue focusing on one character based on Leah's monologue of Mortality	Freeze Frame Script Characterisation Rehearsed improvisation Proxemics Levels Blocking Freeze frame/tableau Characterisation Vocal skills (pace, pitch, tone, volume, emphasis) Physical skills (gesture, posture, facial expression, movement)	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	Performance of the cross-cut scene showing Adam's death – focus on facial expressions, gestures, use of language, Performance of a short monologue from the point of view of one of the characters – <i>focus on characterisation</i> Performance of the 'ending' of the play Assessment of h/w tasks and character profiles. Evaluation Tick sheets MCQ's End of topic practical performance HW
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					
Summer Term Mask	To be able to perform with theatre masks	To identify the history of masks within theatre To describe how masks and synchronised movement can be used for effect within a piece	Narration Greek Theatre Mime Body Language Physical Theatre Techniques	Oracy Discussion Debate Script writing	Oracy Discussion Teamwork Problem Solving Empathy and understanding of others	Narration in role Caricature and 3rd person speaking to create alienation

		To identify and describe the mask rules and how they maintain the illusion To exaggerate movement and gestures in a masked performance To create clearly defined characters and sustain these for a reasonable amount of time	Proxemics Levels Blocking Freeze frame/tableau Characterisation	Understanding of language used by different characters Reading a script out loud		Gestus Multi rolling Evaluation Tick sheets MCQ's End of topic practical performance HW
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					

Summer Term Theatre review	Write and present a formal theatre review of a live or recorded performance, demonstrating understanding of drama terminology, performance elements, and evaluative writing techniques.	Explain how performance choices affected the audience. Use evidence to support analysis and evaluation. Employ appropriate review-writing conventions. Present a clear and balanced judgement of the production. Analyse the effectiveness of acting, voice, movement, characterisation, staging, lighting, sound, costume and set design. Use subject-specific drama vocabulary accurately.	Proxemics Levels Blocking Freeze frame/tableau Characterisation Vocal skills (pace, pitch, tone, volume, emphasis) Physical skills (gesture, posture, facial expression, movement) Lighting effects Costume Set Props Multimedia Special effects	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 HW
Catholicity Across Drama	Human Dignity – The study of characters and plays 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 theatre role to evaluate A bible quote which links to the lesson is on all lesson PowerPoints					