



WINTER TERM – Year 9

‘An ambitious curriculum that meets the needs of all’

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

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	<p>AUTUMN TERM</p> <p>PROXEMICS & DRAMATIC PAUSE-Language/Communication skills/English/Speaking and Listening</p> <p>TROUBLE AT THE NIGHTCLUB-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</p> <p>MACBETH (MODERN)-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</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Exploration of relevant news articles on crime in today’s society</p> <p>PSHE/British Values: Exploration of choice/consequence</p> <p>Skills Builder: Team work collaboration and creativity</p>
Numeracy	
Literacy	Key Drama words, reading articles and scripting own work
Becoming future ready	Careers/Employability: Exploring social issues/creativity/communication skills/presentation skills/Transferable skills for the development of the whole child
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: Outcome</p> <p>By resource: Use of visual images/Newspaper Headlines/Music /Short scripted extracts/Songs</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue. Closed and Open Questioning. Deeper more probing questions to analyse, evaluate the work</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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>By Offering Optional Activities: 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>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</p> <p>Modelling by teacher and Peers</p>
QFT/SEND Provision	
Implementation	Class Teacher and Involvement of students

Curriculum Delivery	
<p style="text-align: center;">Learning Outcomes (Knowledge)</p>	<p>Term One first half</p> <ul style="list-style-type: none"> • Students to UNDERSTAND the social implications of violence and to see there is an overlap between the responsibilities of school and home. • UNDERSTAND how to make the right choices and think about actions and consequences. • KNOW who they could speak to/turn to if they were in a dangerous situation or witnessed an event. • BE ABLE to use still images, interview technique/hot seating, pair and group work and TiR. <ul style="list-style-type: none"> • ALL-By end of the unit all pupils will understand the purpose of a character profile and hot seating to explore social/moral issues • MOST- pupils will be able to offer ways of using the new skills • SOME – be able to draw on previous learning and add other techniques to the final piece • A FEW-Will be able to take a directing role <p style="text-align: center;">TERM ONE SECOND HALF</p> <p style="text-align: center;">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 & 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"> • 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 • MOST- pupils will be able to offer presentations of their work linked to Macbeth • SOME – be able to learn scripted extracts and perform in a variety of ways • A FEW-Will be able to take a lead in the creation and development of the work
<p>Current learning to be developed in the future within:</p>	<p>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</p>

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.



SPRING TERM – Year 9

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: DNA & Charlie’s Diary

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	<p>Spring term first half</p> <p>Script work / Directing/ characterisation / English / monologues / duologues / stage design/ lighting and sound effects</p> <p>With links to English DNA is a turbulent story based around teenagers and the lie they to fit into a friend group. This Play focuses on fast group scenes and tension building monologues. Exploration of the text will be done, in relation to the moral and philosophical issues that arise, asking the questions of – What would you do in that situation? Who would you turn to? Is it right to lie to the police?</p> <p>This scrip will be explored using techniques such as tableaux / monologues / mine / physical theatre / flashbacks / flash forwards</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>
	<p>Spiritual, moral, social, and cultural development</p> <p>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</p>
Numeracy	
Literacy	Key Drama words, reading articles and scripting own work

Becoming future ready	Careers/Employability: Exploring social issues/creativity/communication skills/presentation skills/Transferable skills for the development of the whole child
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Outcome</p> <p>By resource: Use of visual images/Newspaper Headlines/Music /Short scripted extracts/Songs</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue. Closed and Open Questioning. Deeper more probing questions to analyse, evaluate the work</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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>By Offering Optional Activities: 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>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</p> <p>Modelling by teacher and Peers</p>
Implementation Curriculum Delivery	Class Teacher and Involvement of students
Learning Outcomes (Knowledge)	<p>Term Two first half</p> <p>DNA – Exploring a script such as DNA for students to unpick clear identity and characteristic traits. To understand the plot – they group think they have killed another teenager as he was hit with rocks and then well down a well. The group cover it up and give a fake witness statement to the police. The teenagers</p> <ul style="list-style-type: none"> • Students to UNDERSTAND the moral implications of telling the truth and helping people in need. • To UNDERSTAND how tension in created in group situations can can lead to one person making a the final decision. • KNOW the actions and events of the play is contradictory to the role and responsibilities young people have in society. • BE ABLE to use as tableaux / monologues / mine / physical theatre / flashbacks / flash forwards <ul style="list-style-type: none"> • ALL-By end of the unit all pupils will understand the purpose of a character profile and the execution of monologues and duologues • MOST- pupils will be able to offer ways of using the new skills • SOME – be able to draw on previous learning and add other techniques to the final piece • A FEW-Will be able to take a directing role <p>Term Two first half</p> <p>Charlie’s Story Covering the character Charlie and the situations he has been getting himself into and how Charlie if thinking/feeling as a result.</p> <ul style="list-style-type: none"> • ALL-By end of the unit all pupils will have an understanding if characters. ALL pupils to participate in the practical tasks and an understanding of new Drama learning

	<ul style="list-style-type: none"> • MOST- pupils will be able to offer further understanding of characterisation skills and techniques • SOME – be able to learn and perform in a variety of ways • A FEW-Will be able to take a lead in the creation and development of the work
	<p>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</p>
Assessment	<p>One summative assessments for year 9 in Winter Term Recording and verbal feedback of one practical presentation</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>



SUMMER TERM – Year 9

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Blood Brothers & Directing

Curriculum Intent	<p>In addition to working further on objectives from Year 8, pupils will be taught, following National Curriculum guidelines, the following this term:</p>
Skills/National Curriculum Links	<p>Script work / Directing/ characterisation / English / monologues / duologues / stage design/ lighting and sound effects</p> <p>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.</p> <p>This script will be explored using Directing / split scenes / narration / monologues / use of levels /accent/ stage combat.</p> <p>Directing</p> <p>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.</p>
Spiritual, moral, social, and cultural development	<p>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</p>
Numeracy	
Literacy	<p>Key Drama words, reading articles and scripting own work</p>

<p>Becoming future ready</p>	<p>Careers/Employability: Exploring social issues/creativity/communication skills/presentation skills/Transferable skills for the development of the whole child</p>
<p>Adaptation</p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<p>QFT/SEND Provision</p>	<p>By product: Outcome By resource: Use of visual images/Newspaper Headlines/Music /Short scripted extracts/Songs By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils’ understanding through interactive dialogue. Closed and Open Questioning. Deeper more probing questions to analyse, evaluate the work By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: 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. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work. 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 Modelling by teacher and Peers</p>
<p>Implementation Curriculum Delivery</p>	<p>Class Teacher and Involvement of students</p>
<p>Learning Outcomes (Knowledge)</p>	<p>Term Three first half:</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"> • 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 • MOST- pupils will be able to offer presentations of their work linked to Blood Brothers • SOME – be able to learn scripted extracts and perform in a variety of ways • A FEW- Will be able to take a lead in the creation and development of the work. <p>Term Three Second half:</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"> • 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 • MOST- pupils will be able to offer theatre skills and techniques to explore the dramatic intention of the scrip/piece of performance/. • SOME – be able to learn scripted extracts and perform in a variety of ways • A FEW- Will be able to take a lead in the creation and development of the work.



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.