

## Year 9 Learning Journey 2024-2025

Week	Date		Theory	Practical	AO	Assessment	
1(Thurs)	5.09.24		<b>Baseline assessment: Drama knowledge test</b>		<b>3</b>	<b>MULTIPLE CHOICE</b>	
2	9.09.24		<b>Knowledge and understanding + roles and responsibilities</b> <ul style="list-style-type: none"> <li>Stage positions, stage configurations, theatrical terminology, roles and responsibilities, technical design</li> </ul>	<b>Blood Brothers Exploration</b> <ul style="list-style-type: none"> <li>Develop understanding of Blood Brothers through scripted work</li> <li>Theatrical terminology and use, context, character understanding, characteristics of performance, understanding of mood / atmosphere, themes</li> <li>Interpretation and communication skills</li> </ul>			
3	16.09.24						
4	23.09.24				<b>2</b>	Scripted performance	
5	30.09.24						
6	7.10.24				<b>3</b>	Knowledge Test	
7	14.10.24						
8	21.10.24						
<b>Half term</b>							
9	4.11.24		<b>Appreciating Theatre Higher</b> <ul style="list-style-type: none"> <li>Analytical Skills: Explain &amp; Interpret a performance, understand skills used, what they showed, Outline what skills suggested to audience</li> <li>Evaluation Skills: Assess worth and significance, Pinpoint effective / ineffective strategies</li> </ul> <b>Extended writing – Describe, Analyse, evaluate</b>	<b>Theatre in Education</b> <ul style="list-style-type: none"> <li>Collaboration skills, roles &amp; responsibilities, communication skills,</li> <li>Generation of workshop to support performance, create and refine performance work,</li> <li>Rehearsal skills, research skills to develop outcomes</li> </ul>			
10	11.11.24				<b>1</b>	Devised performance: TIE	
11	18.11.24						
12	25.11.24				<b>3</b>	Appreciating Theatre Higher knowledge test	
13	2.12.24	<b>D</b>					
14	9.12.24						
15	16.12.24		<b>Contingency / Pause Lesson</b>				
<b>CHRISTMAS</b>							
16	6.01.25		<b>Appreciating Theatre Higher – Technical Theatre</b> <ul style="list-style-type: none"> <li>Roles &amp; responsibilities: design jobs: sound, costume, lighting, set</li> <li>Job specific vocabulary</li> <li>Analysis and evaluation of design role in live theatre</li> </ul>	<b>Scripted Performance: Lord of the Flies</b> <ul style="list-style-type: none"> <li>Exploration of script, understanding of context, character, plot, mood, atmosphere, themes</li> <li>Learn lines, clearly communicate ideas</li> <li>Theatrical terminology &amp; use</li> </ul>		Appreciating Theatre Higher: Live Theatre Review on Technical Theatre	
17	13.01.25				<b>3</b>		
18	20.01.25				<b>4</b>		
19	27.01.25				<b>2</b>		Scripted performance: Lord of the Flies
20	3.01.25						
21	10.02.25						
<b>Half term</b>							
22	24.02.25		<b>Study of a Play text 'Lord of the Flies'</b> <ul style="list-style-type: none"> <li>Writing as a technical designer, design to meet brief, show understanding of story – context – character</li> <li>Write as performance – how would perform given line – drama vocab</li> </ul>	<b>Devising: Berkoff Workshops</b> <ul style="list-style-type: none"> <li>Devising in the style of Berkoff</li> <li>Collaboration, abstract work, physical theatre</li> <li>Devising from a stimulus</li> <li>Stylised movement, ensemble, minimalistic, mime</li> <li>Focus on over exaggeration and non – naturalism</li> </ul>			
23	3.03.25				<b>2</b>	Devised performance: Berkoff	
24	10.03.25						
25	17.03.25				<b>3</b>	Design question	
26	24.03.25	<b>D</b>					
27	31.03.25					How would perform a given line & for what effect	
<b>EASTER</b>							
28(BH)	21.04.25		<b>Blood Brothers: context &amp; Themes</b> <ul style="list-style-type: none"> <li>Contextual understanding, themes, motives, playwrights' intentions through examination</li> </ul>	<b>Devising: Stanislavski Workshops</b> <ul style="list-style-type: none"> <li>Devising in the style of Stanislavski</li> <li>Collaboration, naturalism, fourth wall</li> <li>Devising from a stimulus</li> <li>Given circumstance, emotion memory, magic if etc.</li> </ul>			
29	28.04.25				<b>2</b>	Devised performance: Stanislavski	
30(BH)	06.05.25						
31	12.05.25				<b>3</b>	Blood Brothers: Knowledge check	
32	19.05.25		<b>Annual Exams / RAP / addressing misconceptions</b>				
<b>Half term</b>							
33	2.06.25		<b>Blood brothers Introduction (4 and 8-mark questions)</b> <ul style="list-style-type: none"> <li>Pulling together: Study of a play text &amp; Blood Brothers context and themes to introduce the 4- and 8-mark question.</li> </ul>	<b>Devising: Frantic Assembly Workshops</b> <ul style="list-style-type: none"> <li>Devising in the style of Frantic Assembly</li> <li>Collaboration, physical theatre movement based</li> <li>Chair duets, round-by-though, walk the grid, role of music, mirroring etc.</li> </ul>		8-mark question	
34	9.06.25				<b>2</b>	Devised performance: Frantic Assembly	
35	16.06.25						
36	23.06.25				<b>3</b>	4-mark question	
37	30.07.25	<b>D</b>					
38	7.07.25		<b>Contingency / Pause Lesson</b>				
39	14.07.25		Activities week				

<b>Name:</b>		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Subject Target</b>		<b>Flightpath</b>		
<b>Annual Exam Grade:</b>		<b>BFL</b>		

**AO1-** Create and develop ideas to communicate meaning for theatrical performance.

**AO2-** Apply theatrical skills to realise artistic intentions in live performance.

**AO3-** Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

**AO4-** Analyse and evaluate their own work and the work of others.

### Key Constructs:

1. Perform with **effective use of theatrical elements** (The component knowledge: theatrical elements, includes all vocal and physical skills and how they should be used in performance to accurately portray characters and events)
2. Perform with **effective expression of artistic intentions** (Artistic Intentions links to the component knowledge: interpretation where you express the purpose of the performance; linking to the decisions made to communicate deeper meanings)
3. Devise **meaning for theatrical performance through the generation of ideas** (Generating ideas to communicate meaning is the ability to use component knowledge, such as, theatrical elements, to clearly convey ideas / characters and storylines to an audience)
4. Devise **meaning for theatrical performance through the development of ideas** (Develop ideas means to improve/evolve/refine or expand upon initial ideas using rehearsal techniques component knowledge to ensure scenes/performance are clear/effective)
5. **Develop knowledge and understanding of how drama and theatre is created, refined, and performed** (Express mastery of how theatre is both: created initially (rehearsal techniques) and how it evolves to become a finalised performance (interpretation, communication and theatrical elements).
6. **Develop Analytical techniques** (Be able to examine in detail your own work and the work of others, citing theatrical elements used and the effect these had)
7. **Develop Evaluative techniques** (Be able to form judgements in regards to the success of a piece in relation to an assessment criterion and identify why moments were or weren't effective)

Date	Assessment	Flight-path Grade	Action (s) to make progress
Aut 1	<b>BASELINE ASSESSMENT AO3</b>	/60	
Aut 1	Scripted performance (Blood Brothers)	/20	
Aut 1	Roles and responsibilities knowledge test	/20	
Aut 2	Devised performance: Theatre in Education	/20	
Aut 2	Appreciating Theatre Higher knowledge test	/20	
Spr 1	Scripted performance: Lord of the flies	/20	
Spr 1	Appreciating Theatre Higher: Live Theatre Review	/20	
Spr 2	Devised performance: Berkoff	/20	
Spr 2	Design question	/4	
Spr 2	How you would perform a line + why	/8	
<b>Summer 1 Annual Exam</b>			<b>AO 1, 3, 4</b>
Sum 1	Scripted performance: Stanislavski	/20	
Sum 1	Blood Brothers Knowledge and Understanding	/20	
Sum 2	Devised performance: Frantic Assembly	/20	
Sum 2	Blood Brothers 4-mark	/4	
Sum 2	Blood Brothers 8-mark	/8	