

Drama

Year 9

Scheme of Learning 2025 - 2026

Class Teacher: G Bevan

Topics by term	Topic overview for Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	Introduction to WJEC/Eduqas GCSE Drama 12 lessons	Approaching a script 14 lessons	An introduction to Bertolt Brecht 12 lessons	An introduction to Frantic Assembly/Berkoff 12 lessons	Interpreting a text 12 lessons	Scripted Performance (Monologue assessment) 14 lessons

WJEC/Eduqas Drama QAN 601/8420/6

Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
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Term 1

Topic: INTRODUCTION TO EDUQAS

<p>What will you be learning in Drama GCSE (Recap)</p> <p>How can Performance Skills and Drama Techniques be used effectively?</p> <p>How many types of staging are there?</p> <p>What do you have to consider when creating a devised performance?</p>	<ul style="list-style-type: none"> - Outline course requirements and department expectations - Recap prior knowledge gained in KS3 (1 lesson) - Develop confidence (1-2 lessons) - Revisit Performance skills (3 lessons) - Revisit Drama techniques (3 lessons) 	<ul style="list-style-type: none"> - Identify, describe and demonstrate performance skills - Identify, describe and demonstrate the use of drama techniques - Work in mixed ability groups developing relationships within the class - Develop confidence through performance - Listen to and implement feedback making instant progress 	<p>Performance skills</p> <p>Drama techniques</p> <p>Social skills/group work</p> <p>Implementing feedback</p> <p>Evaluation</p>	<p>Knowledge will be tested/recapped and verbally evaluated every lesson. Verbal feedback will be noted in feedback log about every student, highlighting their journey of progress throughout the term. Final assessment – a group performance demonstrating knowledge of skills and techniques explored. These performances will be recorded, and students will watch back to evaluate</p>	<p>Video recorder</p> <p>Task/Extracts used</p> <p>Computer suite to watch back recorded performances</p> <p>Feedback log</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p>
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		Respond to feedback to improve final performance for assessment (3 lessons)	- Evaluate their work effectively, writing targets focusing on areas of improvement.				
Term 2							
Topic: APPROACHING A SCRIPT							
	<p>What is characterisation?</p> <p>How do you plan effective movement and vocal skills when portraying a character?</p> <p>What do you need to consider when you create a performance for a different staging type?</p> <p>How can sound and lighting help to create an atmosphere on stage?</p> <p>Why is it important to</p>	<ul style="list-style-type: none"> - Characterisation – creating a character by planning use of performance skills (2 lessons) - Explore text extracts as a group (2 lessons) - Recap knowledge of stage space/types (2 lessons) - Learn lines (H/W) create a full shell of a performance (3 lessons) - Plan sound/music 	<ul style="list-style-type: none"> - Understand how to use and plan their use of performance skills in order to create a character effectively - Read through and practically explore a range of different script extracts - Identify, describe and demonstrate the use of different stage types - Learn lines and create a full shell of a performance - Implement feedback in order to improve performance 	<p>Characterisation</p> <p>Thought process</p> <p>Performance skills</p> <p>Staging types</p> <p>Implementing feedback</p> <p>Discipline</p> <p>Performance</p> <p>Contribution</p> <p>Atmosphere</p>	<p>Knowledge will be tested/recapped and verbally evaluated every lesson. Verbal feedback will be noted in feedback log about every student highlighting their journey of progress throughout the term.</p> <p>Final assessment performance of scripted extract.</p> <p>This will be recorded and evaluated in the form of a written essay.</p> <p>HW – Students will have to learn lines of dialogue and meet up with their group</p>	<p>Video recorder</p> <p>Task/Extra used</p> <p>Sound and music</p> <p>Computer suite to watch back recorded performances</p> <p>Feedback Log</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons</p>

	implement feedback?	<p>around required atmosphere (1 lesson)</p> <ul style="list-style-type: none"> - Implement feedback (1 lesson- but throughout) - Perform final assessment with discipline (1 lesson) <p>Write Evaluation (1 lesson)</p>	<ul style="list-style-type: none"> - Perform final assessment demonstrating knowledge gained and progress made. 				
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Term 3

Topic: AN INTRODUCTION TO BERTOLT BRECHT

Who is Bertolt Brecht? What was Brecht's aim for theatre?	<ul style="list-style-type: none"> - Research the influences/aim and techniques within Brecht's Epic 	<ul style="list-style-type: none"> - Gain a prior knowledge of Brecht's Epic Theatre by completing a research task based upon his 	<p>Epic Theatre</p> <p>Influences</p> <p>Aim of theatre</p>	<p>Knowledge will be tested/recapped and verbally evaluated every lesson. Verbal feedback will be noted in feedback log about every student highlighting their journey of progress throughout the term.</p>	<p>Video recorder</p> <p>Task/Extracts used</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also</p>
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<p>What is Epic Theatre?</p> <p>Can you name all of Brecht's techniques?</p> <p>How can using Brechtian techniques help to make your aim clear?</p> <p>What do you need to consider when devising a performance?</p> <p>Why is it so important to work as a team when creating theatre?</p> <p>How can you evaluate your work?</p> <p>What have you learnt about creating an Epic devised piece?</p>	<p>Theatre (H/W) (1 lesson)</p> <ul style="list-style-type: none"> - Practically explore Brechtian techniques (2 lessons) - Approach a range of stimuli using knowledge of Brecht's approach (3 lessons) - Research themes/issues based on the aim of their piece of theatre. (1 lesson and H/W) - Implemented feedback to further improve piece (1 lesson) - Create a final group devised performance in the style of Epic Theatre (3 lessons) 	<p>aim, influences and techniques</p> <ul style="list-style-type: none"> - Work in groups to practically explore a range of stimuli, incorporating their knowledge and understanding of Brechtian techniques - Decide upon a theme and an aim for a performance and research this thoroughly, using this information plan dialogue and educate the audience. - Create a final performance consolidating their new found knowledge demonstrating their understanding of Epic Theatre - Perform with clear intent and clear characterisation, with discipline - Show a clear understanding of the 	<p>Research</p> <p>Themes</p> <p>Devised Performance</p> <p>Planning all aspects - storyline</p> <p>Dialogue</p> <p>Aim</p> <p>Characters</p>	<p>Final performance Assessment – performing to an audience of KS3 students.</p> <p>These performances will be recorded and evaluated in the form of an essay</p> <p>HW</p>	<p>Sound and music</p> <p>Computer suite to watch back recorded performances</p> <p>Feedback Log</p>	<p>fluent within the way we teach.</p> <p>Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons</p>
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		<ul style="list-style-type: none"> - Perform with discipline to an audience (1 lesson) - Write a detailed evaluation based on performance (1 lesson) 	<p>role of a theatre practitioner – linking to careers</p> <p>Produce a written evaluation detailing areas of strength and areas to improve.</p>				
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Term 4

UNIT 1 **Topic: AN INTRODUCTION TO BERKOFF/FRANTIC ASSEMBLY**

<p>How important is researching different practitioners and why?</p> <p>What do you know about Frantic Assembly?</p> <p>How would you describe the style of theatre they create?</p> <p>What is a stimulus? (recap)</p> <p>Who is Berkoff?</p>	<ul style="list-style-type: none"> - Research the influences/aim and techniques within Frantic Assembly's (FA), and/or Stephen Berkoff's style of theatre (Physical theatre) (H/W) - Practically explore the techniques researched (3 lessons) 	<ul style="list-style-type: none"> - Gain a prior knowledge of FA/Berkoff's theatre by completing a research task based upon aims, influences and techniques (HW) - Place some focus on Frantic Assembly's latest project 'Ignition' a theatre group that specifically focuses on engaging young boys and men encouraging them to explore physical theatre and performance. 	<p>Physical theatre</p> <p>Style of acting</p> <p>Stimuli</p> <p>Theme</p> <p>Atmosphere</p> <p>Frantic Assembly</p> <p>Stephen Berkoff</p>	<p>Knowledge will be tested/recapped and verbally evaluated every lesson. Verbal feedback to be written in class feedback log about every student, highlighting the journey of progress throughout the term.</p> <p>Final performance Assessment highlighting the techniques/style/approach on ONE of the practitioners/companies explored</p>	<p>Stimuli – poems, music, pictures, extracts, themes</p> <p>Sound and music</p> <p>Computer suite to watch back recorded performances</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons</p>
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<p>What is his aim for theatre?</p> <p>What informs the planning of your vocal and movement skills?</p> <p>What do you need to focus on in order to improve your final performance?</p> <p>What have you learnt from this process that you can incorporate in your final assessed performance next year?</p>	<ul style="list-style-type: none"> - Approach a range of stimuli using knowledge of Frantic's/Berkoff's style of theatre (4 lessons) - Decide upon the themes/issues they will explore in their final assessment piece - Implement feedback regularly to further improve piece (2 lessons) - Create a final group devised performance in the style of one of the chosen companies/practitioners explored - (3 lessons) 	<ul style="list-style-type: none"> - Work in groups to practically explore a range of stimuli, incorporating their knowledge and understanding of the specific techniques - Decide upon a theme and an aim for a performance and research this thoroughly, using this information to plan your performance. Aiming to engage/educate them! - Plan and incorporate the use of organic sound and music into your piece to create an engaging atmosphere - Create a final performance consolidating their newfound knowledge demonstrating their understanding of the different styles studied 			<p>These performances will be recorded and evaluated in the form of an essay</p> <p>Homework researching the influences/aim and techniques within Frantic Assembly's (FA), and/or Stephen Berkoff's style of theatre (Physical theatre) (This will take students 6 hours to complete – 3 for each practitioner/company)</p>	<p>Feedback Log</p>	
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			<ul style="list-style-type: none"> - Perform with clear intent and clear characterisation, with discipline - Show a clear understanding of the role of a theatre practitioner/theatre company – linking to careers 				
Term 5							
UNIT 3	Topic: INTERPRETING A TEXT						
<p>What do you need to consider when reading a script?</p> <p>How can stage directions and dialogue help to inform your use of characterisation?</p> <p>What do you need to consider when</p>	<p>Students will read and practically explore a published play as a class. (10 lessons)</p> <ul style="list-style-type: none"> - select relevant information in dialogue and stage directions – getting to know characters/setting/themes - Read aloud focusing on vocal skills, 	<ul style="list-style-type: none"> - Read a whole play along with other students - Understand how to extract relevant information - Contribute ideas about how specific moments could be staged/directed 	<p>Themes</p> <p>Characters</p> <p>Plot</p> <p>Script</p> <p>Interaction</p> <p>Production elements</p> <p>Set</p> <p>Lighting</p>	<p>Knowledge will be tested/recapped and verbally evaluated every lesson. Verbal feedback will be noted in class feedback log about every student, highlighting the journey of progress throughout the term.</p> <p>Written Exam mock paper will be sat at the end of this unit and revisited at the start of next term's scheme just to improve areas where required. Students will implement feedback and sit exam again.</p>	<p>Photocopies of text for each individual</p> <p>Photocopies of exam papers</p> <p>Classroom to be booked to sit exam</p> <p>Notes to be made in</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe</p>	

<p>directing a performance?</p> <p>What decisions would you make if you were directing a scene?</p> <p>What style of performance will your decisions be influenced by?</p> <p>How can production elements enhance your performance ideas?</p> <p>What information do you need to know to complete a portfolio of ideas for specific scenes?</p>	<p>engaging the audience and emphasising emotion and mood.</p> <ul style="list-style-type: none"> - Look at the role of a director and how they generate creative ideas (links to careers) - Practically explore and direct specific extracts - Embed feedback into tasks improving ideas/performance - Create a portfolio of ideas for 5 key scenes, incorporating production elements - staging, drama techniques, characterisation, costume, 	<ul style="list-style-type: none"> - Understand the role of a director - Practically explore and lead others, performing extracts of the play, using your knowledge of skills and techniques - Develop a strong understanding of the themes, characters and setting within the play - Respond to feedback regularly by implementing this into your practical approach - Complete a portfolio based on 5 key scenes within the play focusing on and demonstrating your knowledge of all production elements. <p>Sit a mock exam paper (which will be revisited at the start of next term – students to implement feedback)</p>	<p>Props</p> <p>Costume/make up</p> <p>Sound</p> <p>Performance skills</p> <p>Direction</p> <p>Drama techniques</p> <p>Symbolism</p> <p>Design</p> <p>Storyline</p> <p>Action</p>	<ul style="list-style-type: none"> - Homework - students to outline their ongoing learning by creating a portfolio of ideas for 5 key scenes, incorporating all production elements - staging, drama techniques, characterisation, costume, lighting, set, props and direction - This will be an ongoing document throughout the term with fortnightly 'Progress Check Points' ensuring that students are focusing on the scenes looked at in lessons as they read through the play and completing the homework every week. 	<p>feedback log regularly</p>	<p>and respectful environment in lessons</p>
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		<p>lighting, set, props and direction</p> <ul style="list-style-type: none"> - Sit a written mock exam at the end of the term and reflect upon areas of strength and areas to improve. (2 lessons) 					
Term 6 Topic PERFORMANCE OF A SCRIPT DUOLOGUE/MONOLOGUE - STANISLAVSKI							
UNIT 2	BIG QUESTIONS						
<p>What areas do you need to improve based on your mock paper?</p> <p>How can you ensure these improvements are made?</p> <p>What do you need to consider when selecting a monologue/duologue?</p>	<p>Recap mock exam paper from last term – Study feedback given, implement changes – resit (3 lessons)</p> <p>-</p> <p>New task</p> <p>Practical exploration of scripted duologues and monologues working in pairs and individually (3 lessons)</p> <p>Research/study the methods of theatre practitioner Stanislavski –</p>	<ul style="list-style-type: none"> - Recognise where their strengths and areas to improve are within the mock paper sat at the end of last term - Have an opportunity to implement feedback into answers understanding how to improve - Sit mock paper again to further improve and make progress <p>New task –</p>	<p>Stanislavski</p> <p>The system</p> <p>Method acting</p> <p>Circles of attention</p> <p>Motivation</p>	<p>Knowledge will be tested/recapped and verbally evaluated every lesson. Verbal feedback to be written in class feedback log about every student, highlighting the journey of progress throughout the term.</p> <p>Students will sit mock exam paper assessment AGAIN at the start of this term – having received feedback and implemented this.</p>	<p>Extracts of duologues and monologues photocopied</p> <p>Computer suite to research and complete final evaluation</p> <p>Video recorder</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful</p>	

<p>What do you know about practitioners and theatre companies? (Recap)</p> <p>What do you need to consider when approaching a text?</p> <p>What informs your decisions for set/lighting/costume/sound and direction?</p> <p>How can you learn lines?</p> <p>How much of a role does research play in your piece?</p> <p>In your final rehearsals which areas do you need to focus on?</p> <p>How do you know when your</p>	<p>(naturalism) (2 lessons)</p> <p>Study extracts and contribute ideas that incorporate knowledge gained over the year – staging, production elements etc</p> <p>Create a character with depth by planning movement, showing thought process using knowledge of performance skills linking this to your knowledge of Stanislavski's approach (2 lessons)</p> <p>Practice, embed feedback, learn lines and create a final performance (3 lessons)</p> <p>Perform with discipline (1 lesson)</p> <p>Complete written evaluation (1 lesson)</p>	<ul style="list-style-type: none"> - Work in pairs and individually practically exploring a range of script extracts of duologues and monologues breaking the text down into units and objectives - Understand the style of acting Naturalism – by studying and understanding the methods of theatre practitioner Stanislavski - Create an in depth and clear character using the techniques influenced by Stanislavski - Demonstrate a strong knowledge, consider and contribute ideas for performance <p>Plan, rehearse and polish performance ready for final performance, implementing feedback throughout process.</p>	<p>Actions</p> <p>Thought process</p> <p>Performance skills</p> <p>Naturalism</p>	<p>Students will work towards creating a performance of either a duologue (mid to low ability students) or a monologue (high ability students) using their knowledge or performance skills and practitioner Stanislavski's approach.</p> <p>Final performance will be recorded and a written</p>	<p>Sound equipment</p>	<p>environment in lessons</p>
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	performance is polished?						
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