The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Drama
Year Group	Year 9
Intent	**The study of Drama will develop…** **Successful and resilient learners:** who understand a wide range of theatrical styles, genres and practitioners through both a theoretical and practical lens, demonstrating an ability to perform and analyse relevant techniques, applying them to their chosen performative skill.

	Confident individuals: who can successfully collaborate with others, speak confidently in public and in group situations, and who can utilise appropriate vocal and physical skills to assist with their realisation of a character/stage persona. Learners will also be curious and confidently analyse, probe and interrogate situations and stimulus material. **Responsible citizens:** who are able to sensitively understand and explore subtext and context in text-based, performative *and* real life situations, harnessing a developed conscientiousness and moral compass. Learners will demonstrate empathy, enabling them to act with compassion and understanding in their lives, both on *and* off stage.		
Narrative	By the end of Y9, students will have a profound understanding of theatre practitioners and how their work has influenced theatre. They will engage with a series of intensive practical and theoretical workshops exploring different theatre practitioners. Furthermore, the students will have had an opportunity to engage with abstract and physical theatre techniques. As with in ear 7 and 8, students by now will have a confident understanding of a range of key subject terminology and will be able to use this terminology when performing, creating and analysing theatre. As they move into year 10, students undertaking the GCSE course will be expected to have a working understanding of theatre practitioners that they will be able to apply to both devised and scripted performance work.		
Half term	Autumn	Spring	Summer
Knowledge (topics studied)	Pantomime	Theatre Skills – performance and production – through script exploration: DNA by Dennis Kelly	Theatre in Education Issue Based Theatre
Key skills	Students will explore 'stock' characters e.g. the villain, the dame, principle boy, damsel in distress. They will explore these stereotypes physically. Students will further develop their skills putting together a pantomime performance using stock characters, exaggerated acting and audience participation using a script from a pantomime.	The students will explore the storyline of DNA including its themes and characters. Students will develop both performance and production skills, exploring voice, movement, characterisation and blocking, along with lighting, set design and costume design skills. The students will explore the storyline of DNA including its themes and characters. Students will develop both performance and production skills, exploring voice, movement, characterisation and blocking, along with lighting, set design and costume design skills.	Students will learn techniques and skills utilised within Theatre in Education and will learn why this genre is utilised before making their own mini-TIE production. Students will explore devised theatre techniques looking at specific issues within their community. They will develop skills in collaboration, communication and creation of a piece of theatre.

Cultural capital and careers	Students will explore the origins of pantomime and have the opportunity to go on a trip to see one live (either the Regent Theatre or NSCG Performing Arts College). CAREERS: (Skills) Collaboration, communication, teamwork, self-awareness and honesty. (Job roles) Performer, director, playwright	Students will explore the context surrounding the play and will explore the theme of responsibility from different perspectives. CAREERS: (Skills) Collaboration, communication, teamwork, self-awareness and honesty. Students will also observe a variety of different theatrical production styles, looking at images from many west end plays and musicals.	Students will learn about a variety of styles and techniques, particularly the context of Theatre in Education and why it is used. Students will also explore a range of local issues and events, helping them to make informed decisions about what they will devise their performance on. CAREERS: Theatre in Education roles, responsibilities and pay.
Assessment	Scripted performance demonstrating skills developed in lessons.	Self-assessment quiz based around skills and knowledge. Set design or costume design for a scene or character in DNA.	Perform their TIE performance. Perform their devised theatre piece.