

Subject	Year 9 Threshold Knowledge – Autumn/Spring/Summer term	How to support students' learning
Drama	<p><b>Autumn Term</b> <b>Quests -</b></p> <ol style="list-style-type: none"> <li>1. Understand how to use a film as a stimulus for devising; demonstrate a working knowledge of a broad range of devising techniques.</li> <li>2. Understand and demonstrate the concept of 'split-stage' in devised work.</li> <li>3. Demonstrate an ability to multi-role.</li> <li>4. Understand and demonstrate the ensemble - how to 'move as one'.</li> <li>5. Understand and demonstrate how to make a sudden change in performance in terms of space / face / posture / movement.</li> <li>6. Craft transitions carefully.</li> <li>7. Maintain a character.</li> <li>8. Understand the purpose of a motif and demonstrate the use of them in performance work.</li> <li>9. Know, understand, and demonstrate how to research in preparation for a design skill.</li> <li>10. Know, understand, and demonstrate the design fundamentals and apply them to a design.</li> </ol> <p><b>Spring Term</b> <b>Bluebeard –</b></p> <ol style="list-style-type: none"> <li>11. Know and understand how to realise a play text taking it from page to stage.</li> <li>12. Know and demonstrate how to stage storytelling in terms of form and style.</li> <li>13. Demonstrate development in use of acting physicality: gesture, posture, movement, tableaux, stage fighting.</li> <li>14. Demonstrate development in use of vocals, with a specific focus on narration and characterisation.</li> <li>15. Know and understand how to choose and apply pace in performance.</li> </ol>	<ul style="list-style-type: none"> <li>• When possible, encourage your child to read aloud and read aloud to them. Focus on voice, especially tone, emphasis, volume and pause. Listen to audiobooks together and focus on the narrator's use of voice. There are further resources to develop vocal skills on Oak Academy: <a href="https://classroom.thenational.academy/lessons/vocal-skills-part-2-70wk8c">https://classroom.thenational.academy/lessons/vocal-skills-part-2-70wk8c</a></li> <li>• Research more about WW1 (there are some resources to support this in your child's team). Research elements of the war together and discuss what you would want the audience to know / feel or think about the subject and how you could achieve this.</li> <li>• Theatre in Education is a genre. Exploring what is meant by 'genre' and 'style' will extend theatrical thinking. There are resources on BBC bitesize here - <a href="https://www.bbc.co.uk/bitesize/guides/zhhrf4j/revision/2">https://www.bbc.co.uk/bitesize/guides/zhhrf4j/revision/2</a></li> </ul> <ul style="list-style-type: none"> <li>• <b>Set -</b> <a href="https://www.designweek.co.uk/issues/19-25-november-2018/national-theatre-explores-exquisite-miniature-world-of-stage-set-models/">https://www.designweek.co.uk/issues/19-25-november-2018/national-theatre-explores-exquisite-miniature-world-of-stage-set-models/</a></li> <li>• <b>Costume -</b> <a href="https://www.youtube.com/watch?v=bgxcWne7uzg">https://www.youtube.com/watch?v=bgxcWne7uzg</a></li> <li>• <b>Lighting - colour -</b> <a href="https://www.leefilters.com/lighting/colour-list.html">https://www.leefilters.com/lighting/colour-list.html</a></li> <li>• Use of pace / pause / tone in performance - <a href="https://classroom.thenational.academy/lessons/use-of-pace-pause-and-tone-in-performance-chj30e">https://classroom.thenational.academy/lessons/use-of-pace-pause-and-tone-in-performance-chj30e</a></li> <li>• <b>Bring text to life -</b> <a href="https://classroom.thenational.academy/unit/s/approaching-text-bringing-it-to-life-c00e">https://classroom.thenational.academy/unit/s/approaching-text-bringing-it-to-life-c00e</a></li> </ul>

16. Demonstrate the ability to use tableaux as a realisation device.
17. Know, understand and demonstrate the ability to perform as an ensemble.
18. Know, understand and demonstrate how to research in preparation for a design skill.
19. Know, understand and demonstrate the design fundamentals and apply them to a design.

**Summer Term**

**The Environment -**

20. Understand the concept of Theatre in Education and the need for clear intentions.
21. Understand and demonstrate the ability to develop a piece of work into an extended performance.
22. Understand and demonstrate how to polish a performance – precision, smooth transitions, making work the best it can be.
23. Demonstrate a practical understanding of Physical Theatre (mime, movement, motif, tableaux, slow motion, exaggeration).
24. Demonstrate the ability to work as an ensemble.
25. Develop effective use of vocals/vocal expression and demonstrate use of them to create a specific mood and atmosphere.
26. Evaluate performance in terms of whether the aims have been achieved.

- Watch the following Drama clips:  
<https://www.youtube.com/watch?v=mxu2KukfT6E>  
<https://www.bbc.co.uk/bitesize/guides/zyggsbk/revision/1>