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| **Half Term 5: Performing Shakespeare: Hamlet**  **Curriculum Overview for Drama**  **Year 9**  **Substantive Knowledge:**  Creation and Development of Characters  Shakespearean conventions  Presentation of Elizabethan ideas  Gender stereotyping  Tragedy  Elizabethan History  William Shakespeare  Character development  Performance of Shakespeare  Emotional presentation  Character development  Characterisation  **Disciplinary Knowledge:**  Acting styles  Acting skills  Stage management  Directing  Creative choices  Explaining creative choices  Demonbstrating understanding of character and narrative through performance  Timing  Learning Lines | Books | Individuals read aloud  Whole-class reading  Echo reading  Group reading  Reading texts to develop a love of reading  Re-reading for comprehension and development  Annotating Texts for Language and Literary Techniques  Carefully selecting evidence from a text  Identifying and analysing Literary and Language techniques  Book recommendation: ‘Richard III’ and ‘Macbeth’ by William Shakespeare. | | | | | |
| Speech | Tragedy  Structure  Revenge  Heroic  Staying in character  Levels  Madness  Pathetic Fallacy  Posture | | Physicality  Movement  Betrayal  Tone and Vocal colour  Projection  Gestures  Usurped  Theme  Loyalty | Facial Expressions  Corruption  Explain  Expectations  Oppression  Deprivation  Terror  Deception  Grief | | Characterise  Proxemics  Pace  Power  Incestuous  Rebellion  Comedy  Wit  Sarcasm |
| Checklist RTL | **Performance Assessment**  **Students will perform a scene from the play applying effective acting, directing and performance skills.** | | | | | |
| **Half Term 6: Debate**  **Substantive Knowledge:**  Understanding identity.  Understanding culture.  Understanding historic events.  Applying persuasive language.  Appreciating the culture of others.  Appreciating the perspectives of others.  Forming opinions.  Spoken language.  Understanding counterarguments.  **Disciplinary Knowledge:**  Understanding the art of rhetoric  Diction  Tone and vocal colour  Accurate Articulation  Presenting Emotion  Gesture emphasis  Learning lines  Projection  Application of pace and pause for effect  Applying rhetoric | Books | Individuals read aloud  Whole-class reading  Echo reading  Group reading  Reading texts to develop a love of reading  Re-reading for comprehension and development  Annotating Texts for Language and Literary Techniques  Identifying and analysing Literary and Language techniques  Carefully selecting evidence from a text  Book recommendation: ‘The Diary of a Young Girl’ by Anne Frank | | | | | |
| Speech | Rhetoric  Ethos  Pathos  Logos  Opinion  Understanding  Perspectives  Posture  Gestures  Articulation | Diction  Tone and vocal colour  Culture  Identity  Movement  Pause  Pace  Proxemics | | Simile  Personification  Hyperbole  Gestures  Connotations  Plosive words  Sibilance  Ambiguity | Emotive Language  Theme  Trustworthy  Knowledgeable  Plosive words  Themes  Volume  Eye contact | |
| Checklist RTL | **Spoken Language Performance**  Students will write and perform a speech on a topic of their choice. | | | | | |