



## AQA Drama Assessment Objectives

Students work in Drama will be assessed by the following objectives. These are in line with the AQA GCSE Drama specifications. All schemes covered throughout the year aim to allow students to develop, excel and meet each objective.

**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 Content – Knowledge and Skills

### Autumn term: Romeo and Juliet of Sarajevo

In this scheme, students will learn about the story of Admira and Bosko also known as Romeo and Juliet of Sarajevo. They were a couple who were from different religious backgrounds during the siege of Sarajevo by the Bosnian Serb army in the 1990s. The scheme gives students the opportunity to explore their lives taking into account the social, moral and political contexts of the time. In year 9, students will focus on developing their acting and performances skills as well as the wider elements of performance; for example, staging, lighting, set and costume.

### Spring Term: Let Him Have It

This scheme will provide students with a historical insight to the life of teenagers in the 1950s. It follows the true story of Derek Bentley, who was given the death sentence after being involved in the shooting of the police officer. Students will be able to explore their ideas about capital punishment and the criminal justice system through the use of Drama and performance. Students will focus on portraying the thoughts and feelings of all those who were involved. This will provide a number of different perspectives for them to work with. There will be a focus on peer led learning and assessment throughout the term.

### Summer Term: A Midsummer Night's Dream – Shakespeare play text

In this term, students will be study Shakespeare's A Midsummer Night's Dream. The play follows the love square between four young people and is set in Athens. Students will use the play as stimulus to look at different drama strategies that will enhance their performance skills in Drama. They will begin to develop their characters on deeper level than before as well as evaluating their work amongst their peers. Whilst studying A Midsummer Night's Dream students will be able to explore the society it is set in and create links with their own society today. Students will be able to develop their use of challenging language and vocabulary whilst working with the text.

**Subject: Year 9 Drama**  
**Long term plan**



**ST. MARY MAGDALENE**  
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*Excellence through innovation,  
 founded in faith since 1840.*

Week	Learning Intentions and/or Key Questions	
Aut1-1	<b>Autumn</b>	
Aut1-2	<b>Romeo and Juliet of Sarajevo – How do we use drama to depict emotion?</b> This scheme follows the story of a couple in Bosnia who were killed during the Serbian siege of Sarajevo as they followed different religions.	
Aut1-3		
Aut1-4		
Aut1-5		<ul style="list-style-type: none"><li>War torn Country – What tools can we use to develop character? Character development</li></ul>
Aut1-6		<ul style="list-style-type: none"><li>Love at first sight – How can we use proxemics and staging to create mood in performance?</li></ul>
Aut1-7		<ul style="list-style-type: none"><li>Meeting the parents – How can we use mime to create an engaging performance in Drama?</li></ul>
Aut2-2		<ul style="list-style-type: none"><li>The death of the lovers – How can we use different staging styles to vary our performances?.</li></ul>
Aut2-3	<ul style="list-style-type: none"><li>The Prologue – creating a prologue for the story of Admira and Bosko.</li><li>Assessment – Putting all the short performances together in a sequence</li></ul>	
Aut2-4		
Aut2-5		
Aut2-6		
Aut2-7		
<b>CHRISTMAS HOLIDAY</b>		
Spr1-1	<b>Spring</b>	
Spr1-2	<b>Let Him Have It</b> This scheme will look at Derek Bentley’s story and the justice system.	
Spr1-3		
Spr1-4		<ul style="list-style-type: none"><li>Teenagers in the 50s – How do we use tableaux to show the life of teenagers in the 50s?</li></ul>
Spr1-5		<ul style="list-style-type: none"><li>Introducing Derek Bentley – How do we use a conscience alley to understand Derek’s thoughts and feelings? Conscience Alley</li></ul>
Spr1-6		<ul style="list-style-type: none"><li>On the roof – How can we use Thought tracking to develop our performance?</li></ul>
Spr2-3		<ul style="list-style-type: none"><li>Interview – How can we use hotseating to learn more about our characters?</li></ul>
Spr2-4		<ul style="list-style-type: none"><li>Sentencing – Nightmare – How can we create tension in performance to reflect Derek’s nightmare?</li></ul>
Spr2-5	<ul style="list-style-type: none"><li>Assessment</li></ul>	
Spr2-6		
<b>EASTER HOLIDAY</b>		
Sum1-1	<b>Summer</b>	
Sum1-2	<b>A Midsummer Night’s Dream – Shakespeare play text</b> This scheme will look at key points and themes in the play as well as character development. It will create a link to ideas and concepts in our current climate.	
Sum1-3		
Sum1-4		
Sum1-5		
Sum1-6		
Sum2-3		<ul style="list-style-type: none"><li>A tangled love web – How do we maintain focus in performance?</li></ul>
Sum2-4		<ul style="list-style-type: none"><li>Agony Aunt chat show – How do we develop character using hotseating?</li></ul>
Sum2-5		<ul style="list-style-type: none"><li>Potions – How can we show the effects of the potion using abstract theatre?</li></ul>
Sum2-6		<ul style="list-style-type: none"><li>Happily Ever after writing – How can we use our writing skills to develop and effective script for audience?</li></ul>
Sum2-7		<ul style="list-style-type: none"><li>Preparation for assessment</li><li>End of year assessment paper</li></ul>

### **Key assessment points**

Students will be assessed formatively throughout the year through verbal teacher feedback and performance marking.

Students are assessed summatively at the end of each unit:

Autumn - Students will complete a performed assessment in groups, a combination of the short scenes they have worked on in their groups.

Spring – Students will perform their chosen scene in their groups, depicting the struggle of Derek Bentley.

Summer – End of year assessment – This will include assessment of a short scene from a Midsummer Night's Dream.

### **Christian ethos**

Where Christian ideas are explicitly expressed in materials studied, students will have the opportunity to discuss them and make connections to their own knowledge, and, or beliefs. The Federation's importance of family will be upheld as students learn to create and encourage one another whilst working together.

### **British values**

British values will be inherently upheld and explored through the themes presented within stimulus and studied plays, with links made to ideas of citizenship, kindness, fairness, justice and democracy. Through all lesson tasks, students will be encouraged to make references between their community and the social, moral and political context of the materials they study. They will use this information and ideas to create and develop their performances pieces.