

Holy Family Catholic School – Faculty of Humanities and the Arts

Drama

Autumn Half Term 1

Year 9

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge questions	Red Zone
Lesson 1 Week 1 Introduction to <i>Mugged</i>	theme, character, setting, social issue, protagonist, conflict	Issue based drama	Recall and discuss prior knowledge about plays or stories with social themes.	I can... Understand the context and themes of the play <i>Mugged</i> . Identify key characters and the setting. Express initial personal responses to the story and its social issues.	Why do we explore social issues in drama? How can I stage the scene to be interesting for an audience?	EXPLORE & EMBED Red Zone 'Mugged' Work collaboratively to rehearse and perform. Groups of 5: Pg. 10-11 (End -<i>dosser!</i>) Groups of 5: Pg. 11-13 (Start - last line p.11. End -<i>I'm sure I saw them.</i>) Groups of 6: Pg. 13-17 (Start - <i>Alright Leon</i>, End - <i>Loser!</i>) Success Criteria: ☐ Expressing emotions ☐ Portraying realistic characters ☐ Focus & energy ☐ Staging ☐ Memorisation
Lesson 2 Week 2 Script Exploration	<i>motivation,</i> <i>relationship,</i> <i>tone,</i> <i>emotion,</i> <i>intention,</i> <i>dialogue</i>	Add monologu e into scene	Quick quiz or verbal recap on lesson 1 vocabulary and themes	I can... Explore and analyse key scenes to understand character motivations and relationships. Practice reading aloud with focus on tone, emotion, and intention. Identify dramatic techniques used in the play.	What is a character's motivation? What dramatic techniques are used in your performance?	EXPLORE & EMBED RZone TASK (Option 1) Scripted performance - Groups of 5: Pg. 10-11 (End -<i>dosser!</i>) - Groups of 5: Pg. 11-13 (Start - last line Pg.11. End -<i>I'm sure I saw them.</i>) - Groups of 6: Pg. 13-17 (Start-<i>Alright Leon</i>, End - <i>Loser!</i>) - Duologue Pg. 5-9. Rehearse the scene you started last lesson aiming to: ☐ Memorise the lines. ☐ Portray the emotions using your facial, vocal expression, movement and gesture. <i>Use emotional memory.</i> ☐ Stay in role/focus. ☐ Stage the scene (entrances, exits, directions faced, how the actors move and use their voice). ☐ Handle props effectively. ☐ Interact with each other to portray the characters realistically.

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Lesson 3 Week 3 Character Development	character profile, physicality, voice, objective, obstacle, subtext	Dig deeper in character background	Share one character motivation from previous scene, referencing lesson 2 vocabulary.	I can... Develop detailed character profiles based on text evidence. Experiment with physicality and voice to portray characters authentically. Understand character objectives and obstacles within scenes.	How can I use my voice to show a character's age? What obstacle to their objective does my character have?	EXPLORE & EMBED 'Mugged': Improvised performance based on the narrative. Evaluating • Discuss, with examples, two or more successes and weaknesses in rehearsal/performance. PERFORMING - Success Criteria ✓ Characterisation ✓ Memory of lines ✓ Articulation and clarity of vocals ✓ Vocal & facial expression ✓ Considered movement and gesture ✓ Staging ✓ Energy ✓ Focus/staying in role Collaborative Practice: ☐ Cooperating ☐ Listening ☐ Contributing ideas ☐ Sharing ☐ Memorisation ☐ Focusing ☐ Time management ☐ Directing/Leadership ☐ Applying techniques
Lesson 4 Week 4 Dramatic Techniques and Conventions	freeze frame, thought tracking, role on the wall, convention, collaboration, improvisation	Identifying and adding dramatic conventions	Recall and demonstrate one dramatic convention from previous lessons	I can... Identify and apply dramatic conventions such as freeze frame, thought tracking, and role on the wall. Use these techniques to deepen understanding of characters and themes. Collaborate in groups to create short performances using these conventions.	Can thought tracking help in rehearsal? How? Am I able to inhabit the character?	EXPLORE & EMBED Red Zone Option 1 'Mugged' script Groups of 6: Pg. 20-25/26-30 Groups of 5: Pg. 30-31 Groups of 3: Pg. 32-33. Select an extract to rehearse & perform. SUCCESS CRITERIA ✓ Realistic characterisation ✓ Memorisation ✓ Articulation, projection & clarity of vocals ✓ Vocal & facial expression ✓ Considered movement & gesture ✓ Staging ✓ Energy ✓ Focus/Staying in role.

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Lesson 5 Week 5 Rehearsal and Performance Skills	rehearsal, blocking, timing, interaction, feedback, mood, atmosphere	Rehearsal techniques	Quiz on vocabulary and key concepts	I can... Practice rehearsing scenes focusing on timing, blocking, and interaction. Use feedback to refine performances. Explore how mood and atmosphere are created through movement, voice, and space.	How can I use feedback to enhance my character?	EXPLORE & EMBED Red Zone Option 2 Devising  In groups of 4-6 (same as last lesson) rehearse your devised performance based on a mugging/scene from the play. - Recap your storyline & characters - Consider the staging - Consider your facial expression - Consider your vocal expression - Consider your movement and gesture. - Stay in role - Memorise your lines & movement. 'Drama techniques': - Freeze frame (at least 2) - Movement and gesture - Emotional memory (to trigger the anger felt by character) - Split screen - Flashback -Challenges: (1) Perform in a physical theatre style using flashback, freeze frame & movement. (2) Include a News Report ('breaking news' & interview with public)
Lesson 6 Week 6 Creative Interpretation	devise, improvisation interpretation backstory, narrative, adaptation	Devise around a theme	Group discussion recalling previous scenes and dramatic choices made.	I can... Devise alternative endings or additional scenes inspired by <i>Mugged</i> . Use improvisation to explore characters' backstories or future events. Reflect on how different interpretations change the message of the play	How do I create a devised scene and base it on the scripted scene? What alternative endings could there be?	Rzone Other options – scripted extracts EXPLORE & EMBED (1) P5-9 Dig and Marky duo (2 characters) (2) P10 - 12, stop when Taylor says 'you're going to be a dossier'. (5 characters) P13 - Start when Soph says 'Hey Leon... I was texting you all last night'. Stop P17 when Soph says 'Loser!'. (4 characters) (3) P22-23 -Start when Dig says 'They're there...' Stop P23, when Marky says 'They've got her phone!' (4 characters) (4) P26-28 Start -Marky 'I think his name's Carl'. Stop P28 Marky says 'I'll see you back at school, all right?' (5 characters) (5) P30 Start - Soph says 'Marky, it's alright!...' End P31 Soph shouts, 'Dig!' (5 characters) (6) P.32 TV reporter & Gawkers (4/5 characters) Leadership challenge! One person also DIRECT (stage the scene & organize everyone).

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Lesson 7 Week 7 Performance and Reflection	performance, reflection, critique, awareness, social message, evaluation	Perform, feedback, reflect.	Students summarise their learning journey and vocabulary from the half term.	I can... Perform selected scenes or devised pieces for the class. Reflect on personal and group learning throughout the project. Discuss how drama can be used to raise awareness about social issues.	Can I stay in role throughout my performance? Can I use dramatic techniques in a performance?	Progress task: Using techniques Create a dramatization of the Steven Lawrence story. Explore two or more of the following ideas/techniques..... Drama - Success Criteria: ☐ A flashback scene involving the protagonist (Steven) being discriminated against (the events prior to his death). ☐ A split screen (two settings happening on stage - one frozen and one active) e.g. to demonstrate the attack & the people watching. ☐ Movement/mime (no speech) to demonstrate his death. ☐ News Report - include an interview with bystanders/family members. EXPLORE & EMBED  