

Year 9 Carousel weeks 1-14	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)
<b>Weeks 1 &amp; 2</b> <b>Hit and run</b>	<p>Understanding of the basics of characterisation within drama and explore specific techniques.</p> <p>Understand what improvisation is and explore this technique by using the convention 'hot seating'.</p> <p>Understanding how drama can be devised from a stimulus</p>	<p>Understanding how to use slow motion to 'mark the moment' in drama.</p> <p>Understand how to devise a piece of drama from a set stimulus and implement drama devices.</p>	<p>Understand how to piece scenes together using good transitions and drama conventions – including dual scenes and how they can be used effectively.</p>
<b>Weeks 3 &amp; 4</b> <b>Hit and Run</b>	<p>Devise the rest of the hit and run scenes to create a performance that flows well between each scene.</p> <p>Begin to devise final scene either showing flash back before the incident or flash forward showing how the incident unfolded afterwards.</p>	<p>Rehearse and refine hit and run performance.</p> <p>Block performance from start to finish to decide on staging.</p> <p>Costumes and props.</p>	<p>Understanding of basic performance based discipline</p> <p>Understanding the importance of performance focus</p> <p>Understand how to work within a group to devise and perform a piece of drama.</p>
<b>Weeks 5 &amp; 6</b> <b>Super heros</b>	<p>Using retrieval practice, recall elements needs for the basics of characterisation</p> <p>Understand the role of a narrator</p> <p>Create a performance sequence</p> <p>Understand what makes a good super hero.</p>	<p>In groups create super hero cast.</p> <p>Devise still images to show superhero's in action.</p> <p>Work on characterisation of super hero's and their physicality's, voice and motives.</p>	<p>Understand what a 'montage' is in Drama</p> <p>Create a performance montage using mime and narration</p> <p>Display a clear understanding of spatial awareness</p>

<p><b>Weeks 7 &amp; 8</b></p> <p><b>Super heroes</b></p>	<p>Understand what an 'alter ego' is within storytelling</p> <p>Implement alter ego into storyline and begin to piece performance together.</p>	<p>Understand what 'thought tracking' is and how it is used in drama</p> <p>Create a performance using thought tracking as a clear indication of an 'alter ego'.</p>	<p>Performance and assessment of super hero storyline.</p> <p>Peer feedback using TAG and self assessment using assessment sheets.</p> <p>Reflect on own performance.</p>
<p><b>Weeks 9 &amp; 10</b></p> <p><b>Pop Culture</b></p>	<p>Understand popular culture in drama particularly within TV</p> <p>Revisit and define stock characters within reality tv</p> <p>Use characterization to develop stock characters</p>	<p>Develop an audition process building upon ideals of stock characters drawing together all drama skills learned throughout the carousel</p>	<p>Begin to devise pop culture performance developing on stock characters and creating a engaging storyline.</p>
<p><b>Week 11</b></p> <p><b>Pop culture</b></p>	<p>Recall knowledge from 'hit and run' about marking the moment and how it can emphasis a section within a performance.</p> <p>Choose a 'mark the moment' technique and work to devise a final scene with a cliff hanger ending.</p>	<p>Rehearse and refine pop culture performance and make all scenes flow together.</p> <p>Block performance from start to finish to decide on staging.</p> <p>Costumes and props.</p>	<p>Be able to explain dramatic decisions through storytelling</p> <p>Display focus within performance</p> <p>Display clear characterizations in performance</p>
<p><b>2nd carousel</b></p> <p><b>Weeks 12 &amp; 13</b></p> <p><b>Hit and run</b></p>	<p>Understanding of the basics of characterisation within drama and explore specific techniques.</p> <p>Understand what improvisation is and explore this technique by using the convention 'hot seating'.</p>	<p>Understanding how to use slow motion to 'mark the moment' in drama.</p> <p>Understand how to devise a piece of drama from a set stimulus and implement drama devices.</p>	<p>Understand how to piece scenes together using good transitions and drama conventions – including dual scenes and how they can be used effectively.</p>

	Understanding how drama can be devised from a stimulus		
<b>Weeks 14</b> <b>Hit and Run</b>	Devise the rest of the hit and run scenes to create a performance that flows well between each scene.  Begin to devise final scene either showing flash back before the incident or flash forward showing how the incident unfolded afterwards.	Rehearse and refine hit and run performance.  Block performance from start to finish to decide on staging.  Costumes and props.	Understanding of basic performance based discipline  Understanding the importance of performance focus  Understand how to work within a group to devise and perform a piece of drama.
<b>Weeks 15&amp;16</b> <b>Super heroes</b>	Using retrieval practice, recall elements needs for the basics of characterisation  Understand the role of a narrator  Create a performance sequence  Understand what makes a good super hero.	In groups create super hero cast.  Devise still images to show superhero's in action.  Work on characterisation of super hero's and their physicality's, voice and motives.	Understand what a 'montage' is in Drama  Create a performance montage using mime and narration  Display a clear understanding of spatial awareness
<b>Weeks 17&amp;18</b>	Understand what an 'alter ego' is within storytelling  Implement alter ego into storyline and begin to piece performance together.	Understand what 'thought tracking' is and how it is used in drama  Create a performance using thought tracking as a clear indication of an 'alter ego'.	Performance and assessment of super hero storyline.  Peer feedback using TAG and self assessment using assessment sheets.  Reflect on own performance.
<b>Weeks 19&amp;20</b> <b>Pop culture</b>	Understand popular culture in drama particularly within TV	Develop an audition process building upon ideals of stock characters drawing together all drama skills learned throughout the carousel	Begin to devise pop culture performance developing on stock characters and creating an engaging storyline.

	<p>Revisit and define stock characters within reality tv</p> <p>Use characterization to develop stock characters</p>		
<b>Week 21</b>	<p>Recall knowledge from 'hit and run' about marking the moment and how it can emphasis a section within a performance.</p> <p>Choose a 'mark the moment' technique and work to devise a final scene with a cliff hanger ending.</p>	<p>Rehearse and refine pop culture performance and make all scenes flow together.</p> <p>Block performance from start to finish to decide on staging.</p> <p>Costumes and props.</p>	<p>Be able to explain dramatic decisions through storytelling</p> <p>Display focus within performance</p> <p>Display clear characterizations in performance</p>
<b>3<sup>rd</sup> carousel</b> <b>Weeks 22&amp;23</b> <b>Hit and Run</b>	<p>Understanding of the basics of characterisation within drama and explore specific techniques.</p> <p>Understand what improvisation is and explore this technique by using the convention 'hot seating'.</p> <p>Understanding how drama can be devised from a stimulus</p>	<p>Understanding how to use slow motion to 'mark the moment' in drama.</p> <p>Understand how to devise a piece of drama from a set stimulus and implement drama devices.</p>	<p>Understand how to piece scenes together using good transitions and drama conventions – including dual scenes and how they can be used effectively.</p>
<b>Weeks 24&amp;25</b> <b>Hit and Run</b>	<p>Devise the rest of the hit and run scenes to create a performance that flows well between each scene.</p> <p>Begin to devise final scene either showing flash back before the incident or flash forward showing</p>	<p>Rehearse and refine hit and run performance.</p> <p>Block performance from start to finish to decide on staging.</p> <p>Costumes and props.</p>	<p>Understanding of basic performance based discipline</p> <p>Understanding the importance of performance focus</p> <p>Understand how to work within a group to devise and perform a piece of drama.</p>

	how the incident unfolded afterwards.		
<b>Weeks 26 &amp; 27</b> <b>Super heroes</b>	Using retrieval practice, recall elements needed for the basics of characterisation  Understand the role of a narrator  Create a performance sequence  Understand what makes a good super hero.	In groups create super hero cast.  Devise still images to show superhero's in action.  Work on characterisation of super hero's and their physicality's, voice and motives.	Understand what a 'montage' is in Drama  Create a performance montage using mime and narration  Display a clear understanding of spatial awareness
<b>Weeks 28 &amp; 29</b> <b>Super heroes</b>	Understand what an 'alter ego' is within storytelling  Implement alter ego into storyline and begin to piece performance together.	Understand what 'thought tracking' is and how it is used in drama  Create a performance using thought tracking as a clear indication of an 'alter ego'.	Performance and assessment of super hero storyline.  Peer feedback using TAG and self assessment using assessment sheets.  Reflect on own performance.
<b>Weeks 30 &amp; 31</b> <b>Pop Culture</b>	Understand popular culture in drama particularly within TV  Revisit and define stock characters within reality tv  Use characterization to develop stock characters	Develop an audition process building upon ideals of stock characters drawing together all drama skills learned throughout the carousel	Begin to devise pop culture performance developing on stock characters and creating an engaging storyline.
<b>Week 32&amp;33</b> <b>Pop culture</b>	Recall knowledge from 'hit and run' about marking the moment and how it can emphasise a section within a performance.	Rehearse and refine pop culture performance and make all scenes flow together.  Block performance from start to finish to decide on staging.	Be able to explain dramatic decisions through storytelling  Display focus within performance  Display clear characterizations in performance

	Choose a 'mark the moment' technique and work to devise a final scene with a cliff hanger ending.	Costumes and props.	
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