

Fairfield High School Curriculum Overview – Year 9

Subject	Drama	Why do we study these units in Year 9?
Lessons per fortnight	2	In Year 9 Drama, students explore a diverse range of units including Stage Combat, Interpreting a Text, Practitioner Study, Immersive Theatre, Technical Theatre, and Theatre in Education. Across these units, they develop practical performance skills such as characterisation, voice, movement, and staging, alongside technical and creative skills in lighting, sound, set, and costume. Students learn to collaborate, problem-solve, and communicate effectively while engaging with social, cultural, and ethical themes including equality, diversity, and global citizenship. Each unit encourages creativity, innovation, and critical thinking, allowing students to experiment with different styles, genres, and practitioner techniques. Overall, the scheme builds confidence, empathy, and expressive ability, preparing students for GCSE drama and fostering a deep appreciation for theatre.
Setting	Mixed in TG	

Students are encouraged to be Responsible Global Citizens through activities/content on...

These Year 9 drama units help students become responsible global citizens by exploring social and cultural issues such as equality, diversity, and community through performance and creative projects. Collaborative work and audience-focused activities develop empathy, communication, and awareness of the impact of their actions on others.

We ensure all students experience high challenge in the subject by including...

GCSE drama assessment criteria used for all practical assessments. Students analyse past student work which shows top attaining past students. GCSE Repertoire taught and developed throughout.

Literacy work this year includes...

Quizzes on key words and interleaving previous lessons in drama and learning lines as part of scripted performances. Key vocabulary is displayed in the studios and referred to during lessons. Weekly quizzes -feedback forms and reflection

Innovation and Creativity opportunities this year include...

Students are encouraged to think creatively and originally in producing effective devised performances and choreography which communicates specific intentions. Students to work towards performances for primary school students – Theatre in Education.

Employability opportunities/skills covered this year are...

Students have the opportunity to take part in professional workshops led by external providers, attend theatre trips and performances in professional settings and join our extra-curricular dance and drama companies. They can also develop their performance skills by performing in our numerous performance events across the year. Career inspiration displays and powerpoints and delivered to give students a wider knowledge of careers associated with the performing arts

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Physical theatre	In this unit, students will explore the work of Frantic Assembly, focusing on style, genre, and practitioner techniques. They will study how physical theatre and devised performance can communicate meaning and emotion. Students will experiment with movement, ensemble work, and storytelling, applying the practitioner’s methods to their own devised and scripted pieces. The scheme encourages aspiration for all, inspiring students to	<ul style="list-style-type: none"> • Understanding practitioner style • Exploring genre conventions • Devising original performance work • Physical theatre skills • Movement skills • Ensemble work • Teamwork skills 	

		<p>challenge themselves creatively and develop their performance skills. Through workshops and practical exploration, they will enhance collaboration, creativity, and confidence. This unit helps students build a deeper understanding of professional theatre practice while fostering ambition, resilience, and expressive ability.</p>	<ul style="list-style-type: none"> • Storytelling skills • Voice skills • Expression skills • Gesture skills • Body language skills • Creativity • Innovation • Confidence • Problem-solving • Decision-making • Reflection • Evaluation • Applying professional theatre methods • Timing • Pacing • Stage presence 	
2	Immersive theatre	<p>In this unit, students will explore immersive theatre through devising, responding to a stimulus, and experimenting with directing and staging. They will use mind mapping techniques to balance logical and emotional ideas when developing scripts and performance concepts, exploring the “head vs heart” approach. The cultural link is Milly Jenkins’ <i>True Crime</i> scheme, which encourages investigative storytelling and audience engagement. Students will develop creativity, innovation, and</p>	<ul style="list-style-type: none"> • Responding to a stimulus • Devising original performance work • Directing skills • Staging skills • Script writing • Mind mapping (head vs heart approach) • Storytelling skills • Audience engagement • Creativity • Innovation 	

		<p>enterprise as they design interactive and immersive performances. Through workshops and practical tasks, they will enhance collaboration, problem-solving, and decision-making skills. This scheme helps students build confidence, imagination, and expressive ability while learning how theatre can engage audiences in unique and meaningful ways</p>	<ul style="list-style-type: none"> • Enterprise • Collaboration • Problem-solving • Decision-making • Confidence • Imagination • Expressive ability • Timing • Spatial awareness • Stage presence 	
3	Technical theatre	<p>In this unit, students will explore technical theatre by studying aspects of theatre production such as lighting, sound, set, and costume. They will analyse how these elements contribute to storytelling and audience experience. The cultural links include <i>War Horse</i> and <i>Charlie and the Chocolate Factory</i>, offering examples of professional and innovative stagecraft. Students will develop an understanding of how technical elements support performance and convey mood, atmosphere, and narrative. The focus on the global community encourages students to appreciate theatre from different cultures and the collaborative effort required to create a production. Through practical workshops and live reviews,</p>	<ul style="list-style-type: none"> • Lighting design • Sound design • Set design • Costume design • Props management • Stage management • Cue calling • Scene changes • Technical problem-solving • Understanding of stagecraft • Use of technical equipment • Spatial awareness for staging • Collaboration with performers and crew 	

		<p>students build technical knowledge, creativity, and teamwork while developing a deeper understanding of the wider theatre industry.</p>	<ul style="list-style-type: none"> • Timing and coordination of technical elements • Safety awareness in technical work • Designing atmosphere and mood • Visual storytelling • Technical rehearsal techniques • Evaluating production design • Creative use of technology 	
4	Staging a text	<p>In this unit, students will explore performing scripted texts, focusing on interpretation, characterisation, and delivery. The cultural link is <i>A Streetcar Named Desire</i> by Tennessee Williams, offering opportunities to engage with complex characters and themes. Students will develop an understanding of character motivation, emotion, and narrative structure while bringing the playwright's words to life on stage. The focus on equalities encourages reflection on race, identity, and representation, helping students explore the experiences of people</p>	<ul style="list-style-type: none"> • Interpreting <i>A Streetcar Named Desire</i> • Understanding Tennessee Williams' style • Analysing character and relationships • Conveying emotion and subtext • Exploring themes of identity and race • Representing cultural and historical context • Using dialogue effectively 	

		<p>of colour. Through practical performance work, students will enhance confidence, expression, and teamwork skills. This scheme supports creativity, empathy, and social awareness while deepening understanding of scripted drama and its cultural and social significance.</p>	<ul style="list-style-type: none"> • Developing authentic characterisation • Highlighting social inequalities • Responding to the playwright's intentions 	
5	Theatre in education	<p>In this unit, students will explore devising, directing, and staging their own Theatre in Education productions using Brechtian techniques. They will create performances that engage and educate an audience on important PSHE topics such as LGBTQ+ issues, peer pressure, road safety, and drugs. Students will learn to structure and deliver a production while applying Brecht's style to encourage audience reflection and critical thinking. The focus on equalities promotes understanding of Pride and SEND, helping students develop empathy and awareness of diverse experiences. Through practical workshops and performances, they will build creativity, collaboration, and communication skills. This scheme empowers students to use drama as a tool for social education, confidence-building, and inclusive storytelling.</p>	<ul style="list-style-type: none"> • Devising original performance work • Directing a production • Staging and blocking scenes • Applying Brechtian techniques • Engaging and educating an audience • Communicating social messages clearly • Storytelling for impact • Collaboration and teamwork • Voice projection and clarity • Gesture and physical expression • Timing and pacing • Creative problem-solving • Adapting content for diverse audiences 	

			<ul style="list-style-type: none"> • Empathy and social awareness • Confidence in performance 	
6	GCSE INTRO	<p>In this unit, students are introduced to key drama concepts, skills, and techniques that form the foundation for GCSE study. They will explore performance styles, characterisation, voice, and movement through practical workshops and exercises. The scheme encourages creativity, collaboration, and confidence while developing an understanding of how drama communicates meaning and emotion. Students will study a range of stimuli and texts, learning to interpret and respond to material thoughtfully. The focus on social and cultural themes helps students build empathy, awareness, and teamwork skills. Overall, this unit provides the essential knowledge and practical experience needed to progress in GCSE Drama while fostering a love of theatre and performance.</p>	<p>ChatGPT said:</p> <ul style="list-style-type: none"> • Characterisation • Voice projection and control • Movement and physical expression • Performance techniques • Script interpretation • Improvisation • Responding to stimuli • Storytelling • Collaboration and teamwork • Creativity • Confidence in performance • Expression of emotion • Spatial awareness • Timing and pacing • Reflective and evaluative skills • Understanding drama terminology 	

			<ul style="list-style-type: none">• Engagement with social and cultural themes• Audience awareness• Problem-solving• Directing and staging basics	
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