

National curriculum or specification coverage

From the English National Curriculum

Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Voice Skills- Pitch Pace Tone Projection Accent

Movement skills – Facial expressions, Body Language, Posture, Gestures, Levels.

Drama Conventions- Tableaux, Flashback, Slow motion, Physical Theatre, Improvisation.

Practitioners- Brecht, Stanislavski and Frantic Assembly

Date	Exams/Assess	Learning Intentions	Core Task
31/08/26		CHARACTERISATION: Scheme details: the students learn how to build a character from a starting point. They learn how to build a backstory to a character, understand how this gives a character depth and how it helps to give the actor different ways in which to present the character. Scheme learning: To know and understand: - How imagination is key to the creation of character. How many voice, body and face skills are available to the actor to build a character with. - To be able to: - Create a variety of characters, which are sustained and detailed in terms of the acting skill used to present them.	Character development task
07/09/26			
14/09/26			
21/09/26			
28/09/26			
05/10/26			
12/10/26			

Year 9 Long Term Scheme of Learning 2026-2027

Subject: Drama

19/10/26		Links to English Curriculum- Character analysis, tone, public speaking	
26/10/26		HALF TERM	
02/11/26		CHARACTERISATION:	Live theatre analysis
09/11/26		Scheme details: the students learn how to build a character from a starting point. They learn how to build a backstory to a character, understand how this gives a character depth and how it helps to give the actor different ways in which to present the character.	
16/11/26			
23/11/26		Scheme learning: To know and understand:	
30/11/26		How imagination is key to the creation of character. How many voice, body and face skills are available to the actor to build a character with.	
07/12/26		- To be able to: - Create a variety of characters, which are sustained and detailed in terms of the acting skill used to present them.	
14/12/26		Links to English Curriculum- Character analysis, tone, public speaking	
21/12/26		CHRISTMAS HOLIDAY	
28/12/26			
04/01/27		<u>GENDER</u>	Devising using a stimulus
11/01/27	Y9	Scheme details: to analyse the effects of gender stereotyping on both boys and girls and to debate current thinking from a variety of cultures and societies to broaden mind-sets and formulate opinions.	
18/01/27	Y9	Scheme learning:	
25/01/27		- To know and understand the diverse attitudes that cultures and societies have towards gender and to know how they feel they are helped or hindered by modern thoughts and opinions. - To be able to structure opinions based on individual views and to demonstrate an understanding of the way performances about gender can be used to challenge views and educate society.	
01/02/27		Verbatim theatre , Symbolism, Gender neutral , Gender fluid , Queer, LGBTQ+, Multi role, Duologue and monologue, Cross-cutting.	
08/02/27		Links to English Curriculum- Verbatim language and stereotypes	

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15/02/27		HALF TERM	
22/02/27		<u>Noughts and Crosses:</u> Scheme Details: To explore the play text of 'Noughts and Crosses and analyse its meaning. Students will understand perspective by looking at situations from the other side. Students will develop sections of text for performance. Scheme Learning: - To DISCOVER a play text and ANALYSE its meaning. - To EXTRACT sections of text and prepare them for performance. - To APPLY voice and movement skills to a section of text. - To EVALUATE the process of direction and set an individual target	Script and character analysis
01/03/27			
08/03/27			
15/03/27			
22/03/27		Links to English Curriculum- Analysing scripts and characters - Script and dystopian	
29/03/27		SPRING BREAK	
05/04/27			
12/04/27		<u>Devising and Social Media:</u> Scheme Details: To explore devising from a stimulus to raise awareness on social media and the dangers it can pose to a students mental health. They will respond to a stimulus to create a final piece that aims to educate an audience. Scheme Learning: - To REVISE what a stimulus is and use it to devise a piece of theatre. - To ANALYSE the dangers of social media and how they can contribute to mental health. - To DEVISE a performance from research - To EDUCATE the audience and leave a lasting impression that will raise awareness.	Building script
19/04/27			
26/04/27			
03/05/27			
10/05/27			
17/05/27		Links to English Curriculum- Poetry and characterisation	
24/05/27			
31/05/27		HALF TERM	
07/06/27	Y9	Physical Theatre Scheme Details	Safety and physicality assessment
14/06/27	Y9	This physical theatre scheme introduces students to the creative style and rehearsal techniques of Frantic Assembly. Through practical workshops, students explore movement, lifts, ensemble work,	

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21/06/27		chair duets and non-naturalistic storytelling to create engaging and dynamic performances. Students develop confidence in using physicality to communicate character, relationships, emotions and narrative. Scheme Objectives 1. To explore the performance style and techniques associated with Frantic Assembly. 2. To develop physical theatre skills through movement, ensemble work and choreography. 3. To use physicality to communicate character, relationships and storytelling. 4. To create original performances using non-naturalistic and collaborative devising techniques. 5. To work safely and effectively as part of an ensemble to rehearse and perform physical theatre.	
28/06/27			
05/07/27			
12/07/27			
		Links to English Curriculum - Curious incident (script) and frantic assembly (techniques)	