**Topic: WW2**

**HTCS Curriculum Intent**

**Creativity**

**Subject: Drama Year: 7 Half term: 3**

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| **Drama HT2** |  **To Improve I will** |
|  | **R** | **A** | **G** |  |
| I can use performance skills and relate to other members of my group effectively |  |  |  |  |
| I can sustain my character throughout the length of the performance |  |  |  |  |
| I can use the drama skills taught in this scheme of work effectively, including cross-cutting, improvisation  |  |  |  |  |
| I have made effective contributions to the creation of the performance, developing ideas and adding my own |  |  |  |  |
| I can verbally evaluate my own and other people’s work effectively, developing my answers and using drama terminology |  |  |  |  |

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| **Lesson** | **Learning Focus** | **Skill** | **Key Words** |
| 1 | Introduction to Stanislavski – The Blitz  | Naturalism, rehearsal, performance, characterisation.  | Stanislavski, naturalism, character, performance.  |
| 2 | WW2 Evacuation – whole class improvisation  | Spontaneous Improvisation, whole class still image, characterisation | Spontaneous improvisation, still image, characterisation, naturalism.  |
| 3 | Introducing cross-cutting – life as an evacuee  | Cross-cutting, group work, rehearsal | Cross-cutting, characterisation, naturalism. |
| 4 | Introducing aspects of the Holocaust  | Still Image, thought tunnel | Inner thoughts, interpretation of character |
| 5 | Persecution of a group of people | Thought Tunnel, Rehearsal, Cross cutting | Cross cutting, Holocaust, Hitler, persecution |
| 6 | Performance and Evaluation | Rehearsal, Performance Evaluation | Evaluate effectively, performance skills, audience |