**Topic: Titanic**

**HTCS Curriculum Intent**

**Creativity**

**Subject: Drama Year: 8 Half term: 4 & 5**

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|  | **To Improve I will** | | | |
|  | **R** | **A** | **G** |  |
| I can change my physicality to play a different character effectively |  |  |  |  |
| I can use my voice effectively throughout scenes, using a range of pace, pitch and tone |  |  |  |  |
| I interacted effectively with the other performers in my group, developing our ideas to improve the scene |  |  |  |  |
| I can sustain my character effectively during a performance |  |  |  |  |
| I can use a variety of different techniques in a devised performance; slow motion, cross cutting, and monologue. |  |  |  |  |

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| **Lesson** | **Learning Focus** | **Skill** | **Key Words** |
| 1 | Understanding the events of Titanic | Historical context | Timeline, still image, improvisation |
| 2 | Character development & changing physicality to play a role | Character development | Body language, movement, vocal tone, facial expressions, accent. |
| 3 | Re-calling and developing cross-cutting | Devised drama (Links with C1 GCSE) | Cross-cutting, acting skills, performance skills. |
| 4 | Introducing slow motion | Devised drama (Links with C1 GCSE) | Slow motion, acting skills, performance skills, physicality, control. |
| 5 | Understanding how to devise a longer piece of performance | Devised drama (Links with C1 GCSE) | Acting skills, performance skills |
| 6 | Realistic emotions and responding in character | Devised drama (Links with C1 GCSE) | Emotional memory, historically accurate, characterisation. |
| 7 | Creating and performing a monologue | Devised drama (Links with C1 GCSE) | Monologue, mime, performance, characterisation |
| 8 & 9 | Preparation for assessment | Devised drama (Links with C1 GCSE) | Performance, evaluation, |