**HTCS Curriculum Intent**

**Creativity**

**Subject: Drama Year: 9 Half term: 4 & 5**

**Topic: 911**

|  |  |
| --- | --- |
|  |  **To Improve I will** |
|  | **R** | **A** | **G** |  |
| I can use empathy to create in-depth and emotionally descriptive monologues. |  |  |  |  |
| I can sustain my role and incorporate facial expressions. |  |  |  |  |
| I can incorporate a number of different techniques to improve the quality of my performance |  |  |  |  |
| I have made contributions to the creation of the performance |  |  |  |  |
| I can evaluate a piece of theatre/film using specific drama vocabulary.  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson** | **Learning Focus** | **Skill** | **Key Words** |
| 1 | Introduction of the key events that occurred during the 911 attack.  | Historically accurate and realistic performing.  | Non-naturalistic, still image, movement, mime, transition  |
| 2 | Developing a historically accurate and emotive monologue.  | Developing emotional and realistic monologues that communicate a different time-period. Links to GCSE C1. | Emotional memory, monologue, spoken language.  |
| 3 | Developing group work and communication through the planning process | Communication and teamwork | Emotional memory, monologue, spoken language |
| 4 & 5  | Linking knowledge of drama techniques studied to create an emotive group performance. | Communication, teamwork, time management, performance skills, Devised drama (Links with C1 GCSE) | Sound effects, mime, still image, transition, monologue, performance skills. |
| 6 | Preparation for Film Review – completing notes sheet (World Trade Centre) | GCSE C3 Written Paper – Live Theatre Review | Evaluate, acting skills, performance skills, effective vocabulary |
| 7 | Preparation for Film Review – completing notes sheet (World Trade Centre)  | GCSE C3 Written Paper – Live Theatre Review | Evaluate, acting skills, performance skills, effective vocabulary |