**Topic: Theatre in Education**

**HTCS Curriculum Intent**

**Creativity**

**Subject: Drama Year: 9 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 & whole class effectively |  |  |  |  |
| I can use physical theatre incorporating puppetry and angel and devil effectively within my acting work |  |  |  |  |
| I can sustain my character throughout the length of the improvisation, remaining in role and helping others |  |  |  |  |
| I have made contributions to the creation of the performance |  |  |  |  |
| 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 TIE  | Group work, naturalism, performance | Character, accent, vocal tone, movement, gesture.  |
| 2 | Peer Pressure – Using puppetry skills  | Brechtian techniques, devising drama.  |  Physical theatre, Brecht, non-naturalistic |
| 3 | TIE script work – Mark Wheeler (GCSE style script) | Group work, Greek chorus, communication and scripted performance.  | Character, accent, vocal tone, movement, script work, breaking the fourth wall, direct address |
| 4 | Introducing physical theatre – Incorporating puppetry, angel and devil technique and chair duets.  | Group work & rehearsal.  | Physical theatre, Brecht, Non-naturalistic, music, proxemics, levels  |
| 5 | Devising a TIE piece using the new techniques | Development of a TIE performance incorporating higher-level techniques.  | Character |
| 6 | Rehearsal/Performance | Group work, Rehearsal, Performance | Character, role, communication, technique, performance.  |