**Topic: Charlie and the Chocolate Factory**

**HTCS Curriculum Intent**

**Creativity**

**Subject: Drama - Year 7 - Half term 6**

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| **Drama HT2** | **To Improve I will** | | | |
|  | **R** | **A** | **G** |  |
| I can effectively use my vocal tone to portray a character – pitch, pace, projection. |  |  |  |  |
| I can sustain my character throughout the length of the performance, using facial expressions and movement. |  |  |  |  |
| I can use the drama skills taught in this scheme of work effectively, including role on the wall, physical theatre & breaking the fourth wall. |  |  |  |  |
| I have made effective contributions to the creation of the performance, developing ideas and adding my own |  |  |  |  |
| I can evaluate my own and other people’s work effectively using drama terminology. |  |  |  |  |

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| **Lesson** | **Learning Focus** | **Skill** | **Key Words** |
| 1 | Performing from a script – consolidating performing skills developed throughout Year 7. | Vocal tone, characterisation, script work | Pace, volume, projection, characterisation, transition |
| 2 | Develop a basic understanding of Greek Chorus | Greek Theatre, Greek Chorus, Tongue Twister, | Synchronisation, projection, exaggerate. |
| 3 | Recall Physical Theatre and Brecht | Physical theatre, team work, communication | Non-naturalistic, physical theatre, movement, Brecht. |
| 4 & 5 | Assessment lesson - Developing understanding of Brecht and Breaking the Fourth Wall | Role on the wall, characterisation, performance skills, staging, script work. | Characterisation, role on the wall, pitch, pace, projection, movement, gestures, facial expressions, reflection. |
| 6 | Film review | Evaluation & analyse | Characterisation, pitch, pace, projection, movement, gestures, facial expressions, evaluation, analyse. |