**Topic: Human Rights**

**HTCS Curriculum Intent**

**Creativity**

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

**Golden Nugget: To develop the ability to evaluate Performance Skills using a Section B GCSE Drama question**

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|  |  **To Improve I will** |
|  | **R** | **A** | **G** |  |
| I can use language appropriate to the role to play a realistic portrayal of my chosen character |  |  |  |  |
| I can use a stimuli to create a piece of empathetic drama |  |  |  |  |
| I can use empathy to create in-depth and emotionally descriptive monologues. |  |  |  |  |
| I can evaluate a piece of theatre/film using specific drama vocabulary.  |  |  |  |  |
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| **Lesson** | **Learning Focus** | **Skill** | **Key Words** |
| 1 | Taking part in a debate using language of the role and spontaneous improvisation  | Spontaneous Improvisation, Language of the Role, Developing character (C1 GCSE) | Debate, discussions, language of the role  |
| 2 | Creating an empathetic piece of drama based on a stimuli. Using historical knowledge to create drama  | Developing emotional and realistic monologues that communicate a different time-period. (GCSE C1) | Stimuli, devising, Still Image, historic fact |
| 3 | Consolidating knowledge on monologues. Writing a monologue & considering pace/pause & staging  | Monologue, redrafting, Performance Skills (GCSE C1) | Monologue, Performance Skills, Staging |
| 4 & 5 | Creating notes on Performance Skills whist watching Rabbit Proof Fence – a film based on real life events in 1930’s Australia | Identifying Performance SkillsAnalyse & Evaluate(GCSE C1 & C3) | Performance skills, Voice, Movement, Gesture, Analyse, Evaluate |
| 6 | Film Review – with completed notes sheet – Section B Performance Skills question | GCSE C3 Written Paper – Live Theatre Review | Evaluate, acting skills, performance skills, effective vocabulary |