**HTCS Curriculum Intent**

**Creativity**

**Subject: Drama Year: 9 Half term: 6**

**Topic: Brecht & Stanislavski**

**Golden Nugget – To begin an understanding of Drama practitioners theories.**

|  |  |
| --- | --- |
|  |  **To Improve I will** |
|  | **R** | **A** | **G** |  |
| I can detail Stanislavski and Brecht’s theories for theatre.  |  |  |  |  |
| I can incorporate a number of different techniques to improve the quality of my performance |  |  |  |  |
| I have participated in a number of tasks to support the practitioner’s theories |  |  |  |  |
| I can evaluate a piece of theatre/film using specific drama vocabulary.  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson** | **Learning Focus** | **Skill** | **Key Words** |
| 1 | Introduction to Brecht  | Analyse, identify, evaluate, understanding theatre history, discussion. Links to GCSE C1, C2 & C3.  | Non-naturalistic, technique, Brecht, German. |
| 2 | Introduction to Stanislavski | Analyse, identify, evaluate, understanding theatre history, discussion. Links to GCSE C1, C2 & C3. | Naturalistic, believable, The system, realistic, emotional connection.  |
| 3 | Practical tasks exploring Stanislavski and Brecht.  | Communication, time management, performance skills, creativity, imagination. Devised drama GCSE links C1, C2 & C3. | Emotional memory, monologue, spoken language |
| 4, 5 & 6  | Billy Elliot - Theatre review – detailing areas of the performance that use Brechtian and Stanislavski techniques | Literacy, evaluation, analyse, identify. GCSE links to C1 & C3.  | Brecht, Stanislavski, Techniques, performance skills, characterisation.  |