**HTCS Curriculum Intent**

**Creativity**

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

**Topic: Brecht & Stanislavski**

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

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|  | **To Improve I will** | | | |
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| 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. |  |  |  |  |

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| **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. |