

Subject: Drama	Year: 9	Ability: Mixed
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Term / Date(s)	Half term 1	Half term 2	Half term 3	Half term 4	Half Term 5	Half Term 6
Topic	Blood Brothers	Working from a Stimulus		John Godber	Physical theatre (Moved to half term 4)	Theatre in Education project (Moved to half term 5)
Topic overview						
Students will learn...	<ol style="list-style-type: none"> Understand the key themes, concepts, characters and style of the play Further develop skills when bringing a play from page to stage Further develop drama skills and techniques to create and embody characters from the play 	<ol style="list-style-type: none"> Understand the key concepts of devising theatre as an ensemble. Further develop skills on how to create a structure a scene. To demonstrate skills and understanding in performance for a live audience. 	<ol style="list-style-type: none"> To explore the practitioner John Godber including his style and techniques. To apply breaking the forth wall, direct address and over exaggeration to John Godber’s work. To perform a section of john Godber’s existing repertoire using his rehearsal techniques for a live audience. 		<p>Understand what physical theatre is and how we use it in drama</p> <p>Explore physical theatre practitioners Frantic Assembly and DV8 and learn their techniques</p> <p>Demonstrate physical theatre techniques within a well-structured performance</p>	<ol style="list-style-type: none"> Understand the key concepts of the style Theatre in Education. Further develop skills in planning and researching a performance. To create and perform a unique Theatre in Education piece, shown to a live audience.
Components	<p>Students will understand and be able to articulate the key themes, context and style of the play and demonstrate clear, focused characters within performance (monologue/duologue) to do this successfully they will</p> <ul style="list-style-type: none"> Use vocal skills such as accent to show clearly show their character Clearly understand and demonstrate clear body language to portray their character Use clear facial expression and gesture Work confidently with stage directions given in the text Professionally run independent rehearsals to enable them to give an authentic performance for an audience 	<p>Students will understand and be able to articulate the key concepts of devising theatre and be able to create well structured scenes. Demonstrating clear characters to an audience, to do this successfully they will</p> <ul style="list-style-type: none"> Professionally run independent rehearsals to enable them to give an authentic performance for an audience Working together as an ensemble to plan and execute a well structured scene with a clear narrative. Create and perform a scene that has a clear link to the stimulus chosen. Use vocal skills to clearly portray their character. Clearly understand and portray their character’s body language. Use clear facial expression and gesture Work confidently with staging their performances. 	<p>Students will feel confident using Godber’s techniques allowing them to produce high quality performance</p> <p>Students will explore a wide range of Godber’s work giving them ample opportunity and experiences within this style of theatre.</p> <p>Students will explore and develop skills around breaking the fourth wall, direct address, over exaggeration and choral speaking</p> <p>Students will run professional and independent rehearsals; this will prepare them for their performance for live audience</p> <p>Students will implement comedy using scripted stage directions, this is to develop their skills around this particular style.</p>		<p>Students will explore the physical theatre genre.</p> <p>They will be introduced to world famous physical theatre groups Frantic Assembly and DV8.</p> <p>They will learn core physical theatre techniques and routines allowing them to develop their movement skills to tell a story</p> <p>Students will work with script extracts from A Curious Incident of the Dog in the Nighttime and apply physical theatre to this</p> <p>Students will create scenes and routines that demonstrate clear understanding of physical theatre.</p>	<p>Students will understand and be able to articulate the key concepts of this style of theatre, and be able to demonstrate clear characters within performance and communicate a moral/ message to the audience, to do this successfully they will</p> <ul style="list-style-type: none"> Research and plan a performance that has a clear message for the audience using wider societal issues as the basis of the performance. Professionally run independent rehearsals to enable them to give an authentic performance for an audience. Students will use a variety of theatre to techniques to create a unique and interesting performance for an audience. Use vocal skills to show clearly show their character Clearly understand and demonstrate clear body

					<p>language to portray their character</p> <ul style="list-style-type: none"> Use clear facial expression and gesture
What students should already know (prior learning components)	<p>Students will already have a basic understanding of to bring a scene and characters to life from 'Page to Stage' final component of year 8.</p> <p>Students will have a basic understanding of drama skills (facial expression, gesture, body language, voice) and techniques (narration, still image, cross cutting, thought track) from year 8 components</p> <p>Students will have an understanding of basic stage direction and how to follow these to enhance their performance</p>	<p>Students will already have an understanding of the process of devising theatre from their 'Darkwood Manor' unit.</p> <p>Students will already have an understanding of drama techniques such as narration, still image, cross cutting, thought tracking from year 8 components.</p> <p>Students will have an understanding of how to create a realistic character through their use of voice, body language, facial expressions and gestures from all components.</p>	<p>Students will already have a thorough understanding of how to bring a performance from page to stage from the 'Blood Brothers' and 'Page to Stage'.</p> <p>Students will understand how to use stage directions clearly within a scene from their 'Blood Brother's component.</p> <p>Students will understand how to create clear characters using basic drama techniques, as these skills are revisited in all component's.</p> <p>Students will have an understanding on the genre 'Comedy' from their 'Slapstick Comedy' component in year 8.</p>	<p>Students have looked briefly at physical theatre at the start of year 8 when looking briefly at different genres.</p> <p>They should be able to articulate what physical theatre is</p> <p>Students will understand how to create clear characters using basic drama techniques, as these skills are revisited in all component's.</p>	<p>Students will have an understanding of drama skills (facial expression, gesture, body language, voice) and techniques (narration, still image, cross cutting, thought track) from year 8 components.</p> <p>Students will already have an understanding of the process of devising theatre from their 'Working from a Stimulus' unit.</p>
Transferrable knowledge (skills)	<p>Students will work in strategic groups/pairs allowing them to develop meaningful communication skills</p> <p>Students will understand how to structure scenes</p> <p>Students will understand how to behave as part of an audience</p> <p>Students will understand the different sections of the stage and how to enter and exit professionally</p> <p>Students will understand how to work successfully as a team to produce professional standard performance work</p> <p>Students will understand how to give meaningful peer feedback using success criteria</p>	<p>Students will understand how to behave as part of an audience</p> <p>Students will understand how to structure scenes</p> <p>Students will work in strategic groups allowing them to develop meaningful communication skills</p> <p>Students will understand how to work successfully as a team to produce professional standard performance work</p> <p>Students will understand how to give meaningful peer feedback using success criteria</p>	<p>Students will work in strategic groups allowing them to develop meaningful communication skills</p> <p>Students will understand how to structure scenes</p> <p>Students will have the opportunity to develop confidence within this style</p> <p>Students will understand how to behave as part of an audience</p> <p>Students will know how to warm up and cool down before and after workshops</p> <p>Students will understand the different sections of the stage and how to enter and exit professionally and in character</p> <p>Students will understand how to work successfully as a team to produce professional standard performance work</p>	<p>Students will work in strategic groups/pairs allowing them to develop meaningful communication skills</p> <p>Students will understand how to structure scenes</p> <p>Students will understand how to behave as part of an audience</p> <p>Students will understand the different sections of the stage and how to enter and exit professionally</p> <p>Students will understand how to work successfully as a team to produce professional standard performance work</p> <p>Students will understand how to give meaningful peer feedback</p>	<p>Students will understand how to structure scenes</p> <p>Students will understand how to behave as part of an audience</p> <p>Students will understand how to work successfully as a team to produce professional standard performance work</p> <p>Students will work in strategic groups allowing them to develop meaningful communication skills</p> <p>Students will have the opportunity to develop confidence within this style</p> <p>Students will understand how to give meaningful peer feedback using success criteria</p>
Key vocabulary pupil will know and learn	<p>Narration , duologue, monologue, accent, context, style, themes, body language, projection, characterisation, naturalistic, blocking, proxemics, focus.</p>	<p>Stimulus, Devising, Structure, Levels, Proxemics, Blocking, conventions, Staging, Characterisation, Vocals, Body Language, Facial expressions, Gestures.</p>	<p>Fourth wall, Direct address, over exaggeration, choral speech, comic timing, blocking, proxemics, characterisation, non-naturalistic</p> <ol style="list-style-type: none"> Spotlight progress performance Starter quizzes Final performance Written evaluation <ul style="list-style-type: none"> PowerPoint (Secure Staff) Blackeyed Theatre "Teechers" live (Subscription online) Scripts (Bouncers, Shakers, Teechers) <p>Students learn the key components as they then can understand the style, techniques and skills required to perform his work successfully</p>	<p>Movement, body language, facial expression, over exaggeration, storytelling, surrealism</p>	<p>Theatre in Education, Marking the Moment, Multi-rolling, Freeze Frame, Flashback, Flash forward, Direct address, Monologue, Characterisation.</p>
Assessment activities	<p>Throughout this component students will spotlight perform, take part in starter quizzes for new knowledge and recall and receive verbal feedback (peer and teacher) Towards the end they will work towards a final performance and a written reflective evaluation.</p>	<p>Throughout this component students will spotlight perform, take part in starter quizzes for new knowledge and recall and receive verbal feedback (peer and teacher) Towards the end they will work towards a final performance and a written reflective evaluation.</p>	<p>Students learn the key components as they then can understand the style, techniques and skills required to perform his work successfully</p>	<p>Throughout this component students will spotlight perform, take part in starter quizzes for new knowledge and recall and receive verbal feedback (peer and teacher) Towards the end they will work towards a final performance and a written reflective evaluation.</p>	<p>Throughout this component students will spotlight perform, take part in starter quizzes for new knowledge and recall and receive verbal feedback (peer and teacher) Towards the end they will work towards a final performance and a written reflective evaluation.</p>

Resources available	PowerPoint (Secure Staff) Blood Brothers west end clip (Youtube) Blood Brothers soundtrack Script and printed extracts	Powerpoint (Secure Staff) Song stimulus (Youtube) Printed extracts Prop Box	Students engage well with this style and has helped them with decision making for options Students need to refer to this style of theatre at KS4- Component 1 and Component 2 of the Technical award.	Curious incident clips Script extracts Devising music Stimulus	Powerpoint (Secure Staff) Examples of Theatre in Education clips (Youtube) Theatre in Education printed booklet
Notes Why this topic is important...	Students learn the plot, themes and context of the play and understand how to discuss these elements	Students learn the key components required to devise a performance from a stimulus, which is a skill they will refer to in Component 3 of the Technical award. Students have the opportunity to develop their performance skills in front of their peers and improve their confidence while performing for a live audience, which prepares them for the following components and KS4. Students learn how to collaborate and use their creativity to devise their own performances, which is a skill they will revisit in future components.	Students have the opportunity to develop their performance skills in front of their peers and improve their confidence while performing for a live audience, which prepares them for the following components and KS4.	Students learn the key components as they then can understand the style, techniques and skills required to perform his work successfully Students engage well with this style and has helped them with decision making for options Students need to refer to this style of theatre at KS4- Component 1 and Component 2 of the Technical award. Students have the opportunity to develop their performance skills in front of their peers and improve their confidence while performing for a live audience, which prepares them for the following components and KS4.	Students have the opportunity to develop their performance skills in front of their peers and improve their confidence while performing for a live audience, which prepares them for KS4. Students learn how to collaborate and use their creativity to devise their own performances, which is a skill they will revisit in KS4 Component 2 Technical Award' Students learn the key components of this style and are able to devise a performance using wider societal influences as the basis of their performances. A skill they revisit in Component 3 of the Technical award.