

Subject: Drama	Year: 8	Ability: Mixed
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Term / Date(s)	Autumn Term	Spring Term	Summer Term
Topic	Skills and Techniques	Devising Theatre	Scripted Text
Topic overview Students will learn...	<ol style="list-style-type: none"> To understand the key contributions of influential practitioners in Drama and how their techniques have shaped modern theatre. (Brecht and Stanislavski) Students will be able to identify and analyse the techniques used by specific practitioners and how they influence performance styles (e.g. Epic Theatre, Naturalism and Physical Theatre) Students will experiment and apply the methods of different practitioners in practical drama exercises and performances to explore how these techniques impact character development and storytelling 	<ol style="list-style-type: none"> Students will be able to identify and apply a range of devising techniques, including improvisation, physical theatre, and storytelling, to create original and collaborative performance pieces. To show an awareness of how theatrical techniques help create a character. Students can demonstrate their use of these techniques in a devised performance and articulate how they contributed to the development of their piece. Students will develop skills in effective collaboration by working in groups to create a devised piece, learning to negotiate ideas, give and receive constructive feedback, and assign roles and responsibilities 	<ol style="list-style-type: none"> Students will be able to analyse a scripted text to identify and understand its key elements, including plot, character development, themes and setting. Students will develop their ability to create and perform characters based on the script, including understanding character motivations, relationships and the meaning behind the text. Students will develop skills in stagecraft and apply elements of this such as staging, blocking, use of props, costume to enhance the performance of a scripted text.
Components	<p>Students will be able to articulate the influences on modern day theatre, TV and film and how these devices can be used in interpreting a script or devising their own theatrical pieces. To do this successfully they will</p> <ul style="list-style-type: none"> Use various skills and techniques and explore them in the rehearsal and creative process leading to a group performance Be able to understand and explain practitioner methodologies and the reasoning behind each style of theatre Discuss the influences of these techniques and how they alter a performance to better the purpose i.e. Educationally, politically or for entertainment. 	<p>This component involves teaching students various devising techniques such as improvisation, physical theatre, and storytelling. Students will learn how to use these techniques to create original performances. By mastering these techniques students will develop a broad range of creative skills through working as an ensemble. To do this successfully they will</p> <ul style="list-style-type: none"> Explore the various techniques learnt during the Autumn Term to devise and create their own piece of theatre. Direct and act in their own pieces whilst able to give constructive and informative feedback to their peers Understand how devising works as a process and follow the journey from pre-production right through to the final performance. 	<p>Students will be able to interpret a script at a deeper level and understand the complexities of plot and character. Students will understand the role of the director and how status can be used in Drama to rehearse and devise. To do this successfully they will</p> <ul style="list-style-type: none"> Use their knowledge and understanding of dramatic techniques learnt in the previous terms to adapt and enhance their performances of the scripted text. Provide and receive constructive feedback regards to the techniques used and be able to critically analyse the intention of the play and how this can be conveyed. Be able to rehearse and perform the scripted text confidently in character using various vocal and physical skills.
Critical Knowledge	<p>Historical and Cultural context Key theories and techniques Terminology and vocabulary Practical application Impact on modern theatre</p>	<p>Types of Stimuli Structure and narrative techniques Theatrical conventions and styles Improvisation Reflection and evaluation</p>	<p>Play structure and genre Character interpretation and development Performance techniques Textual analysis Stage Directions and blocking Collaboration</p>
What students should already know (prior learning components)	<p>Students will have learnt basic techniques and how to use them in Drama. This component aims to further their understanding of the history of these skills and how they have been used in performance and rehearsal, in order to provide them with the knowledge and ability to create and</p>	<p>Students will have an understanding of drama skills (facial expression, gesture, body language, voice). Students will know how these help create a character.</p>	<p>Students will have an understanding of characterisation skills (facial expression, gesture, body language, voice). These techniques are used in all components.</p>

	devise their own pieces whilst utilising these techniques for maximum affect.	They will have used various skills and techniques in the prior component which will help them devise and create theatre. They should be familiar with dramatic structure, such as exposition, rising action, climax and resolution as well as an understanding of reading and interpreting a script. They will understand stage directions and how to use them to position actors and understand movement. They will have a basic understanding of performance etiquette, including how to behave on stage, how to work with others and how to respect the audience.	Students will understand a variety of drama techniques (narration, still image, cross cutting, thought track, mime, hot seating), from the Skills and Techniques component from the Autumn Term. Students will have an understanding of how to perform in a professional manor for a live audience. Students will have a clear understanding of how to run an effective performance rehearsal. Students will understand the basic elements of storytelling such as plot, character development and theme. They should understand how to convey a story through Drama even if through unscripted or devised pieces.
Transferrable knowledge (skills)	Students will understand how acting has evolved over the years and how it has changed depending on time period, audience, location and intention Students will further understand the purpose of performance and the reasoning behind creative choices in the Dramatic Arts industry. Students will understand how to work successfully as a team to produce professional standard performance work Students will understand how to behave as part of an audience and give feedback to performers using success criteria. Students will understand how to structure scenes Students will work in strategic groups/pairs allowing them to develop meaningful communication skills.	Students will be able to devise using a stimulus and understand how this can be adapted to any art form. This will provide students with the ability to approach challenges from multiple angles and find solutions throughout the devising process. It will aid in their everyday problem-solving and their function to think creatively. Students will be able to work collaboratively with others, sharing responsibilities and contributing to a final performance and shared goal. Students will build their confidence in public speaking and develop their self-assurance in presenting ideas and performing in front of others.	Students will understand how to behave as part of an audience and give meaningful feedback to performers using success criteria. Students will understand how to work successfully as a team to produce professional standard performance work. Students will have improved skills in problem solving and being able to adapt when the need arises. Their time management and discipline will improve alongside their organisational skills. Students will have a better understanding of teamwork and collaboration and should be able to communicate effectively as part of a group or team.
Key vocabulary pupil will know and learn	Epic Theatre, Practitioner, Naturalism, non-linear, Narration, Breaking the Fourth Wall, Method Acting, Realism, Gestus, Direct Address, Placards, Verfremdungseffekt	Devising, improvisation, Physical Theatre, Characterisation, script, theme, structure, stage directions, blocking, rehearsal, monologue, dialogue, collaboration, feedback, tableau, setting, conflict, resolution, motivation, genre, subtext	Script, dialogue, monologue, stage directions, blocking, cue, characterisation, subtext, protagonist, plot, conflict, resolution, motivation, objective, theme, genre, entrances and exits
Assessment activities	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 incorporating the various techniques and skills and will write a written reflective evaluation.	Within this component student will be making notes on the production and take part in quizzes to assess understanding. Students will then produce a written evaluation on the whole production. Students will receive constant verbal feedback throughout the production process from the teacher and peers.	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 of the scripted text and a written reflective evaluation.
Resources available	PowerPoint (Secure Staff) Technique Examples/Scene music (YouTube) Printed Extracts	PowerPoint (Secure Staff) Various stimulus such as art etc (Printed) Printed Extracts	PowerPoint (Secure Staff) Printed extracts and newspaper articles YouTube
Notes	Students learn various Drama 'tools' which will further increase their ability to devise and interpret a script. It will	Students learn the importance of devising and creating theatre from scratch. It encourages students to use their imagination and creativity to develop	Students will have a solid foundation of Drama terminology and vocabulary and be able to understand key theatrical terms. This will allow

<p>Why this topic is important...</p>	<p>aid in their ability to independently rehearse and direct their own performances. Students will understand the origins of acting and Drama and how it works in modern day entertainment</p> <p>These are skills that they will revisit for future unit's and prepare them for KS4 component 2.</p> <p>Students have the opportunity to build their performance skills in front of their peers and create confidence while performing for a live audience, which prepares them for the following components and KS4.</p>	<p>original performance. It allows them to explore new ideas and experiment with different forms of expression.</p> <p>Students learn to share ideas, listen to others, give and receive constructive feedback and work towards their own production.</p> <p>Devising theatre requires students to analyse, critique and refine their work which will benefit them at KS4.</p>	<p>them to analyse plays in more depth and communicate effectively about Drama.</p> <p>They will have an increased familiarity with scripts and be accustomed to breaking down text, understanding stage directions and interpreting characters.</p> <p>They will have an increased awareness of stage positioning and blocking which will benefit them during their BTEC practical assessments.</p>
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