

Year 9 DRAMA

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 1.1 SEPT - OCT	Lesson 1 Naturalism Stanislavski Techniques	Lesson 2 Non-Naturalistic Brecht	Lesson 3 Melodrama	Lesson 4 Rehearse and feedback	Lesson 5 Perform	Lesson 6 Watch and evaluate
TOPIC (S) 'Genre'	<p>Objective: To understand and implement the techniques associated with Naturalistic acting with an introduction to Key practitioners. Learn and perform a short script incorporating naturalistic elements.</p> <p>Gold- Perform a character with conviction, control and focus using subtle gestures and use of voice to create a believable portrayal.</p> <p>Silver – Perform using gesture and voice a clear character that attempts to use some naturalistic techniques. Stay in role for the duration.</p> <p>Bronze- Perform using gesture to an audience that attempts to incorporate the principles of naturalism. Stay in role for some of the performance.</p>	<p>Objective: To understand and implement the techniques associated with non- naturalistic acting and Brecht's influences. Direct Address, Flashback/Forward, Learn and perform a short script incorporating one or more 'epic' techniques</p> <p>Gold- Perform a character with conviction, control and focus using gestures and use of voice for a whole performance. Creatively adapt sections of the script to symbolise meaning.</p> <p>Silver – Perform using gesture and voice a clear character that attempts to use 2 or more of Brecht's techniques. Stay in role for the most of the performance.</p> <p>Bronze- Perform using gesture to an audience using one of Brecht's techniques to communicate the script to an audience. Stay in role for some of the performance</p>	<p>Objective: To understand and implement the main stock characters from Melodrama into the scripted piece. To adapt and edit script to suit the style and genre. To perform and evaluate the effectiveness of their own and other's skills.</p> <p>Gold- Rehearse and Perform a stock character with conviction, control and focus using gestures and use of voice for a whole performance. Creatively adapt sections of the script to symbolise meaning.</p> <p>Silver – Perform using gesture and voice a clear character that attempts to use 2 or more of Melodrama techniques. Stay in role for the most of the performance.</p> <p>Bronze- Perform using gesture to an audience using one of Melodrama techniques to communicate the script to an audience. Stay in role for some of the performance</p>	<p>Objective: To work collaboratively choose the favourite genre and make improvements. Use a variety of rehearsal techniques to improve the quality of their previous performance and respond to the feedback given.</p> <p>To watch and use effective constructive feedback to other groups.</p> <p>To make a rehearsal schedule ready for a recorded performance</p> <p>Gold- Rehearse and Perform a character with conviction, control and focus using gestures and use of voice for a whole performance. Creatively adapt sections of the script to symbolise meaning.</p> <p>Silver – Perform using gesture and voice a clear character that attempts to use 2 or more of their chosen techniques. Stay in role for the most of the performance.</p> <p>Bronze- Perform using gesture to an audience using chosen style techniques to communicate the script to an audience. Stay in role for some of the performance</p>	<p>Objective: To perform to an audience and record.</p> <p>Use concentration, perform with conviction linking to the principles of the chosen genre.</p> <p>Use of Voice, movement and gestures along with effective use of space.</p> <p>Watch other groups displaying a mature attitude that encourages confidence from the performing groups.</p>	<p>Objective: Use knowledge of the learned techniques to effectively evaluate the recorded performances. Confidently discuss ideas and areas for improvement.</p>

Knowledge & Skills development	<ul style="list-style-type: none"> • Know the cultural context of Theatre practitioners and their influences upon the world of theatre • Developing characterisation using movement, gestures and voice that are influenced by the given genre • Developing the subtleties of facial expression, vocal and physical movement to adopt characteristics that are real in order to capture emotions • Developing an understanding of different techniques in theatre such as stylised, political and Melodrama 					
Assessment / Feedback Opportunities		Teacher feedback	Formative Assessment- Recorded with feedback	Verbal peer and teacher feedback		
Cultural Capital	<ul style="list-style-type: none"> • Understanding student's place in society in comparison to the characters • Relating their own education, family and Friendships to the themes in the play • 					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> • Social cultural historical and political aspects of different periods in history that affected theatre traditions • Making comparisons to current political issues • Understanding the democratic systems • 					
Reading opportunities	<ul style="list-style-type: none"> • An Actor Prepares- Konstantin Stanislavski • Brecht's Toolkit- Bertolt Brecht • The Melodramatic Imagination: Balzac, Henry James, Melodrama, and the Mode of Excess 					
Key Vocabulary	Breaking the fourth Wall, Stylised, Flashbacks, Cannon, Non, naturalistic character, gesture, movement, space, gesture, conviction, focus, audience, Exaggerated, Stock Characters, Political, Realism, Emotion memory, Method					
Digital Literacy	Research using internet. Word processing homework.					
Careers	Actor, Designer, Director, Teacher, Historian, Politician, Journalist, Theatre manager, Stage manager					