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| Year 9 Project 1 Drama |  | | | | | |
| **Enquiry Question: Are some lives more important than others?** | | | | | | |
| **Unit title: Working with a Script**  **Why now?** Students will read, direct and perform extracts from a play (varies year on year depending on cohort). They will revisit skills learnt in Yr 7 and 8 based on believable characterisation, and professional performance skills. New learning with regards to character interaction and use of space will take place, and this will be a stepping stone towards the requirements needed in C1 & 3 at GCSE. Stanislavski will be revisited and Berkoff introduced as key practitioners. Students will be asked to consider the style of performances and whether they can incorporate other elements learned in Year 8 such as chorus, physical Theatre, moments of Epic Theatre? The unit will culminate in a professional performance. | | | | | | |
| **Knowledge**  Students will know about… | **Application/Skills**  Students will be able to… | Vocabulary  *(Tier 2 and 3)* | Home Learning | Assessment | Extra Resources  Extended Reading | Cultural Capital |
| Interpreting texts:  *Container*  Watch, explore and understand the story, themes and characters.  Write a review of the Container.  Recreate the story through still-images of key moments.  Use flash-backs to explore back stories.  Creating and communicating meaning through characterisation & performance  Vocal Skills  Physical Skills  Space & Levels  Interaction  Realise artistic intention in text-based Drama | **Create**:  -Learn lines  -A character appropriate for the text – PS & VS skills  **Perform**:  -A believable & professional character  -Develop an appropriate performer/audience relationship  -With sustained engagement  **Respond**:  -To feedback in the rehearsal process  -To audience response and engagement live in performance | Hotseating and Motivation  Flash-backs  Stage Directions  Professionalism  Dramatic Aim/Intention  Blocking  Proxemics  Immersive **theatre**  Lighting  Sound | Written review of The Container  Meet & rehearse with their group outside of lesson, ready for performance.  Rehearsal of lines.  Completion of Unit Overview, Self-Evaluation and knowledge test.  Use of Google Classroom. | Regular monitoring of ‘Hard Skills’ in rehearsal.  Teacher, Self & Peer feedback received every lesson.  Final performance to an audience | Reading of the whole play (of chosen extracts)  Watch full productions of plays if possible (ask Miss Robinson for copies & search on youtube for other examples) | Expanding knowledge of plays.  Spotlight links to aid rehearsals – see Eli  Performance of an extract to an unfamiliar audience. |