

Meden School Curriculum Planning						
Subject	Drama	Year Group	7	Sequence No.	6	Topic
						Introduction to Stanislavski

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
Key Brechtian concepts Use of placards Breaking the fourth wall Use of montage Use of direct address Use of symbolic props Use of music to break up the action, give the audience thinking time. How to ensure the audience remain reflective observers of the action.	Key Concepts of Stanislavski will be taught - Students train to be MI6 agents, discover how to create new identities and use Stanislavski's method acting techniques to do this. 1 Imagination and Belief - Stanislavski method of Who, what, where, why, when, understanding of the back story to a character and exploring how to ensure that characters are sustained throughout a performance . 2. Magic If – Exercises exploring their character in different situations and exploring what their character might do in that particular situation. 3. Tempo and Rhythm – Exercises exploring their characters individual tempo and rhythm in a performance	Through watching the theatre clip of "The Railway Children" – that raises issues of stereotypes of jobs between men and women and the difference in society, between men and women in the 1930's and the current day. Making students aware that both men and women can pursue a range of careers and being treated equally and fairly.

	<p>and how the characters tempo rhythm can change to convey to the audience the characters emotions.</p> <p>4. Objectives and Obstacles - Character objectives are explored and how to rehearse character objectives in a scene and understanding that character objectives can change throughout a performance.</p> <p>At the start of each lesson students watch the next part of “The Railway Children”, each lesson a 2 minute clip is shown. Key Questions asked:</p> <ol style="list-style-type: none"> 1) What moment was the most effective in terms of key drama skills used, i.e tone of voice, use of movement on stage and why was the moment effective? 2) What moment was effective in terms of Stanislavski methods being used and why? 3) What moment was the most effective in terms of the production elements that were used, for example the use of lights, set-design, sound, costumes that were being used. 4) What key acting skills will you use in your own performances? 	
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