

Meden School Curriculum Planning						
Subject	Drama	Year Group	8	Sequence No.	5	Topic
						Hillsborough Disaster

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!'
Flash-back Split Screen Thought-Tracking Direct Address Vocal skill Pitch Pace Tone Volume Clarity Movement skill Pace Stillness Use of gestures Entrances and exits on stage Sustaining a character on stage	Devised work of a docu-drama of the Hillsborough Disaster. Using the techniques of Still image, cross-cutting, hot-seating, Angel/devil technique Flash-back Slow motion mime Split screen incorporating Brechtian methods of direct address, montage and use of placards into the docu-drama of The Hillsborough Disaster. Focusing on use of gestures in a performance.	Stereotypes of football fans and how football fans were perceived by the media.

Reaction to other characters on stage.	Using frantic assembly physical theatre methods in particular use of chorus work, using key Frantic Assembly rehearsal exercises.	
Character objectives	Using and developing the technique of marking the moment. This is when the most important moment in the scene is highlighted to the audience. This can be for example through the use of a freeze frame or slow motion mime. Students decide in their docu-drama what key moments they want to use marking the moment and to ensure that it is clear to the audience.	
Character monologue		
Mood and atmosphere		
Placards	Characterisation – sustaining a character on stage and how to create a character for a devised piece of theatre.	
Stage proxemics		
Physical Theatre	Use of forum theatre – this is used in order to give the audience a voice in a performance. At key moments one member of the audience claps and the performance on stage freezes. The audience member then enters the performance space and asks one of the performers to sit in the audience. The audience member then becomes their character and can change the course of events in the performance.	
Stage directions		
Learning Lines		
Stage space		
Stage configurations	Forum theatre used for court room drama of the Hillsborough Disaster.	
Role of director		
Physical Theatre		
Freeze Frames	Each lesson, students are given the opportunity to watch 2 minutes of the live theatre clip and then respond to a series of questions about the clip from “Shrek The Musical”.	

Thought Tracking Split Screen Mime Montage Direct Address Angel/devil technique	For example – questions asked: 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 key production elements were the most effective and why? 3) What particular skills from the performers can you use in the work that you are creating in lessons	
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