

Meden School Curriculum Planning							
Subject	Drama	Year Group	9	Sequence No.	1	Topic	Page to Stage

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!'
<p>Key Skills – used and developed in Year 8</p> <p>Vocal skill Pitch Pace Tone Volume Clarity</p> <p>Movement skill Pace Stillness</p> <p>Facial Expressions</p> <p>Use of gestures</p> <p>Entrances and exits on stage</p> <p>Sustaining a character on stage</p>	<p>Page to Stage – scripted performance “A Night Out”.</p> <p>Students will participate in a range of workshops that will help to build upon their skills of vocal, physical and interpretative skills.</p> <p>Students will set themselves clear targets for improvement of their vocal, physical and interpretative skills.</p> <p>Vocal Pitch Pace Tone Volume Clarity</p> <p>Physical</p> <p>Movement skill Pace</p>	LGBTQ+ History

Reaction to other characters on stage.	Stillness Use of gestures Facial expressions	
Character objectives	interpretative skills. Use of props	
Character monologue	Energy on stage Reaction to other characters on stage	
Mood and atmosphere	Interaction with other character on stage	
Placards	They will be given a key scene from A Night Out and will focus on creating a naturalistic performance using Stanislavski's methods	
Stage proxemics	character objectives	
Stage directions		
Learning Lines	the magic if, - this is off text work and asks the performers to imagine their character in another situation and what would their character do in that given situation. This helps the performers to understand the who, what, where, why and when of their character and how to convey their characters reaction on stage through the vocal, physical skills.	
Stage space		
Stage configurations		
Energy and focus on stage	emotional memory – this is when the performer tries to connect with their character by thinking about a time when for example in their lives that they might have experienced a specific emotion related to the character on stage.	
Role of director		
Movement skill		
Pace	given circumstances - this is the back story to the character and performers need to know the who, what, where, why and when of their character in order to sustain their character successfully	
Stillness		

<p>Key Techniques</p> <p>Freeze Frames</p> <p>Thought Tracking</p> <p>Split Screen</p> <p>Mime</p> <p>Montage</p> <p>Direct Address</p> <p>Angel/devil technique</p> <p>Slow motion mime</p> <p>Marking the moment</p> <p>Flash-back</p> <p>Split Screen</p> <p>Thought-Tracking</p> <p>Direct Address</p> <p>Styles of theatre</p> <p>Brechtian</p> <p>Physical Theatre</p> <p>Naturalistic Theatre</p>	<p>and believably on stage.</p> <p>Students will rehearse a piece from page to stage and focus on setting targets in rehearsals to improve upon their performance skills of voice, physicality and interpretative skills.</p> <p>They will focus on the processes of rehearsing a script from blocking to refining skills to knowing their entrances/exits and also to how to ensure that the fourth wall is not broken throughout a performance.</p> <p>Students to keep a log book of each rehearsal and how they have developed their vocal, physical and interpretative skills. In the log book students are to add in key areas of success and areas that could be further improved.</p> <p>Health and safety.</p> <p>Behaviours and attitudes when working with others, such as: cooperation, being supportive, listening to others, punctuality, consistency, commitment, reliability, being prepared, being respectful of others' opinions and skills.</p> <p>Interpreting existing performance material such as scripts and repertoire.</p> <p>Reviewing and recording development of skills, techniques and progress in a logbook or portfolio.</p> <p>Responding to peer feedback, absorbing and applying feedback and corrections.</p> <p>Exploring themes, ideas, styles or genres</p>	
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	<p>Start of each lesson students will watch a short 5/10minute live theatre clip of the style of naturalism</p> <p>The students will be asked these questions about the clip</p> <ol style="list-style-type: none"> 1) What key moment did you enjoy the most and why? 2) What moments can you use in your performance? 3) What key skills and techniques did you see being used in the performance? 	
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