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**Knowledge Rich Curriculum Plan**

Drama – Year 9



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
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| **Half term 1.1 – Hard to Swallow (Physical Theatre)** | | | | |
| **Lesson 1 – Introduction to the play hard to swallow. The Brussel Sprouts scene and physical theatre.** | Students will know that...the playwright has intentions for the performers and characters and how the scene should be performed. Students will identify the emotions that these characters are expressing from a scripted piece.  Students will know how...to interpret lines that are said and understand how an actor will perform these lines.  Students will learn about physical theatre and how they use their bodies as a prop. Students will develop this technique towards the end of this lesson by creating a scene that uses physical theatre. | Tier 2 – Anorexia, bulimia, eating disorders, schedule, vicious cycle.  Tier 3 – Physical theatre, stage directions, tone. | Some students may have some knowledge about eating disorders and share definitions and their understanding.  Students have discovered about stage directions in English and within Drama. |  |
| **Lesson 2 – Using physical theatre to create the Brussel sprouts scene.** | Students will initially start to create the different props and set using physical theatre.  Students will learn rehearsal skills such as team work and either directing or taking direction from fellow students.  Students will learn about positioning, transitioning and sound effects and how to use them within physical theatre. | Tier 2 – Anorexia, bulimia, eating disorders, schedule, vicious cycle.  Tier 3 – Physical theatre, stage directions, tone, pace, use of space, sound effects, transitions and positioning. | Students have an understanding of the scene and what the playwrights intentions are for the scene.  Students have an understanding of eating disorders and how this can affect people.  Students understand about the pace of the piece and why this is important in conveying the playwrights intentions. |  |
| **Lesson 3 – Refining of the Brussel Sprouts scene.** | Students will learn rehearsal skills such as team work and either directing or taking direction from fellow students.  Students will learn about positioning, transitioning and sound effects and how to use them within physical theatre.  Students will learn the importance of neutral and be able to use positioning, transitioning and sound effects effectively within their performance.  Students will learn what it means to refine a performance and make it performance ready for their audience. | Tier 2 – Anorexia, bulimia, eating disorders, schedule, vicious cycle.  Tier 3 – Physical theatre, stage directions, tone, pace, use of space, sound effects, transitions, positioning and refining. | Students understand the pace of the scene and why it is important that transitions and positioning is crucial to this piece.  Students understand what physical theatre is and how to use this in a performance. |  |
| **Lesson 4 – Assessment Performance and evaluation** | Students will demonstrate what they have learnt this half term and be able to perform this scene for assessment. They will use physical theatre to perform their scenes but also include effective use of transitioning, sound effects and positioning to perform a scene that his true to the playwrights intentions.  Students will analyse and evaluate their performance and explain how they worked as part of a chorus and explain how they are able to improve their performance explaining the above. | Tier 2 – Anorexia, bulimia, eating disorders, schedule, vicious cycle.  Tier 3 – Physical theatre, stage directions, tone, pace, use of space, sound effects, transitions, positioning, assessment and evaluation. | Students understand the pace of the scene and why it is important that transitions and positioning is crucial to this piece.  Students understand what physical theatre is and how to use this in a performance.  Students understand how to analyse and evaluate a performance and how to improve. |  |