

YEAR 9

DRAMA



SRI KDU
International
School
SUBANG JAYA

PROGRAMME OF STUDY - TERM 2

STAGE COMBAT

- To understand what is meant by tension and be able to create it on stage
- To understand the rules of working with stage combat
- To be able to safely perform 3 moves
- To be able to safely perform more stage combat moves
- To be able to safely perform more stage combat moves.
- To learn how to fall without injuring yourself or others.
- To understand the storyline and characters in the play of Romeo & Juliet
- To learn some stage combat moves using fake swords
- To learn at least one Shakespearean insult
- To begin work on a final performance

GREEK THEATRE

- To learn facts about Greek Theatre
- To understand what gesture is and how it relates to Greek Theatre
- To introduce choral speaking and the story of Oedipus
- To learn and develop vocal techniques to effectively deliver text
- To develop performance of Oedipus text through movement and sound effects
- To analyse the importance of visually communicating to the audience
- To understand and explore stylised movement
- To demonstrate an understanding of essence machines and its relevance to Greek theatre
- To reflect on skills and facts learnt about Greek theatre
- To explore how to perform fixed emotions to represent using masks
- To start working on Greek theatre assessment
- To continue rehearsing and demonstrating skills for Greek theatre assessment
- To provide and use constructive feedback to further develop performances

ONGOING OBJECTIVES

Creating:

- **Level 5:** I worked co-operatively & sensitively with the group. I used a range of Drama skills that I have learned to develop my work.
- **Level 6:** I helped to lead the rehearsal process. I showed understanding of how to communicate meaning using Drama.
- **Level 7:** I lead the rehearsal process and helped to direct most of the piece. I experimented with various forms and techniques. I showed a good understanding of how to communicate meaning using drama.
- **Level 8:** I helped to direct the majority of the piece and was sensitive to the skills of others in the group. I was able to solve problems and use different techniques/forms when creating drama.

Performing:

- **Level 5:** I remained focused throughout the performance. I used the space well. I tried to change the way I move and speak to communicate a character.
- **Level 6:** I communicated my character well. I used my voice, body and the space to help create mood and atmosphere.
- **Level 7:** I worked responsibly and sensitively with others. I sustained my character through-out. I used a range of skills and resources to enhance my performance.
- **Level 8:** I gave a sensitive and impressive performance of a character. I supported others in the group. I used a range of drama skills with confidence.

Evaluating:

- **Level 5:** I gave quite good examples of dramatic action and I mentioned the effect on the audience. I gave a suggestion about what influenced the piece.
- **Level 6:** I talked about specific moments in detail and used drama terminology. I was very good at evaluating the effectiveness of these moments. I will have given an idea as to what may have influenced the piece.
- **Level 7:** I talked about the piece with confidence. I gave strong examples of dramatic action and evaluated the effectiveness in detail. I was clear about what influenced each moment.
- **Level 8:** I gave strong examples which were linked to specific moments. I explored the meaning and effectiveness in depth. The influences I cited showed a deep understanding of the subject.