

YEAR 9

DRAMA



SRI KDU
International
School
SUBANG JAYA

PROGRAMME OF STUDY - TERM 1

UNIT (DEVISING)

- Introduction to Devising: Exploring Paperbird techniques (Flowing Sentences).
- Devising: Exploring Paperbird techniques and physical theatre (Human Obstacles and Alphabet scripts).
- To develop Paperbird strategies in devising (Word Pyramid and Spatial Relationships).
- To create ideas for a performance from an array of different stimuli, such as pictures, poetry, music, newspaper headlines and props.
- To develop a performance based on the theme 'Missing.'
- To use Fairytales as a stimulus for a devised performance that explores different interpretations and styles.
- Devising: Using the theme 'Refuges' as a stimulus for a devised performance.

UNIT (CURIOUS CASE OF THE DOG IN THE NIGHT-TIME)

- An introduction to the plot, characters, and style of the play text.
- Practically explore the themes and how to do 'Page to Stage' of the script.
- To explore the significant events of the play and how this can be portrayed onstage.
- To explore one of the core themes of the play, Autism, as well as the main character Christopher through hot-seating and role-play
- To experiment and explore a character's sensory visions and how to recreate onstage.
- Create a scene that uses Physical Theatre to portray a scene where a character will 'fly' in a performance.

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.