

# Teaching and Learning Content: Performing Arts (Drama)

Year Group: 9

Spring Term – 2



MEADOW PARK  
SCHOOL

## Theatre Practitioners (Devising)

Each week focuses on a different theatre practitioner that has been studied in Year 7 or 8. The theatre practitioners students study are Artaud, Bausch, Berkoff and Brecht. These lessons are used to recap previously learnt techniques in preparation for their devised performance. Students will use a stimulus to create a performance, apply practitioner techniques to their scene.

## Home Learning:

Students are expected to complete **one piece of Performing Arts home learning every half term**; this will be shared by the class teacher in lessons.

## Key Questions:

- How can you adapt **body** and **gesture** to be **grotesque**?
- How are you adapting **tone** and **pitch** to show **Theatre of Cruelty**?
- What percentage of **tension** are you using in your body?
- How are you adapting body, gesture, and **movement** to show emotions?
- What **repetition** are using? Why is repetition important for **Tanztheater**?
- What are some of the challenges of **improvising** movements?
- How are you adapting your body and gesture to **physicalise objects**?
- How can you alter the **rhythm** of your body and voice? Why is **exaggeration** important in **Total Theatre**?
- What is **sociopolitics**? Why is episodic structure important to **Epic Theatre**?
- How are you adapting your body to show a **gestus**? What is **alienation**?
- What are the key themes in the **stimulus**? Which **practitioner** will you choose for your performance? Which of their techniques are you adding to your scene?

## Diagnosis

- Retrieval activities in booklets throughout the scheme of work.
- Questioning (verbal).
- Completing Practical Activities.

## Therapy

- DIRT task.
- Peer-to-peer support.
- Whole class discussions.
- Teacher/ Student led feedback.

## Students will:

- Be able to adapt body and voice to perform in a grotesque way.
- Be able to change body tension to suit the style and emotions of the scene.
- Be able to create choreography that is repeated for emphasis.
- Be able to adapt body to physicalise objects.
- Be able to alter the rhythm of their body and voice, adding exaggeration.
- Be able to identify the socio-political message of fairy tales and use gestus and alienation to show this to an audience.
- Be able to identify themes within a stimulus, selecting the best one to create a role play out of.
- Be able to select an appropriate practitioner for their role play and add the practitioner techniques to the scenes.

## Testing

- Students will use the song Earth Song by Michael Jackson as a stimulus for performance. Adding a practitioner technique to their scenes.
- Students will also complete a peer assessment, using two stars and one wish to highlight positives and areas for improvement.
- Students will reflect on their work through a PETAL paragraph.