



Subject: Let Him Have It!

Module 6

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>This module within the Performance Studies course invites students to exploit all of the knowledge and skills that have been developed in the creation and performance of a devised performance.</p> <p>Students will learn about capital punishment and study the events that led up to the final execution in Britain. Derek Bentley was charged with murder and hanged, but later pardoned of his crimes. Students will consider the moral issues that surround Derek Bentley's case and will use this story as a stimulus for thoughtful, abstract theatre.</p> <p>Students will learn about a range of non-naturalistic Drama strategies and will apply this to their practical work. Students will be challenged to invent theatrical content without depending on pre-published material.</p> <p>Students are encouraged to think outside of the box for this unit!</p>		
	Essential	Core	Ambitious
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> Who is Derek Bentley, and what was he charged with? What is capital punishment? What is meant by 'naturalism'? What is meant by 'non-naturalism'? Can I use montage to create a piece of non-naturalistic theatre? 	<ul style="list-style-type: none"> What is the wider context surrounding Bentley's allegations? Is Capital Punishment moral? Why might a director choose to devise work in a non-naturalistic style? Can I use a range of devices suggested by my teacher to make a thought-provoking piece of non-naturalistic theatre? Can I perform the piece confidently so that my ideas are clear? 	<ul style="list-style-type: none"> Why were Bentley's charges retracted? Can I use a wide range of explorative strategies, going beyond the suggestions from my teacher, to make a thought-provoking, innovative and sophisticated piece of theatre? Can I perform the piece confidently so that my ideas are realized and effective?
<p>The Key Skills/</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge</p>		

Techniques	Skill/Technique	How will this skill be developed?
	<p><u>General</u> Participation within different 'circles of attention'- ability to work with discipline on solo, duo, group and whole class tasks.</p> <p>Communication and collaborative skills</p> <p>Audience skills- Students will be required to watch their peers performance and contribute WWW/ EBI.</p>	<ul style="list-style-type: none"> • Ability to maintain audience etiquette for the duration of longer performances • Ability to describe and interpret performances • Ability to give others suggestions for development • Complex spatial design: direction, pathways, formations, levels, planes, proximity, symmetry/ Asymmetry • Structure and timing: working with/ without counts, dynamic range, use of structural devices such as canon • Choreographic devices: ability to use a greater range of choreographic devices with an increased level of sophistication • Ability to choreograph material using more open ended tasks. Ability to self-direct task from stimulus. <p>Students learn physical, technical, expressive and mental skills through participation in lessons;</p> <ul style="list-style-type: none"> - Copying movement phrases - Listening to teacher and peer feedback - Observing role-modelling by teacher/ peers - Repetition of movement in rehearsal - Use of mirror (where possible) - Set exercises designed that build in complexity and build muscle groups and develop motor skills - Guide students through choreographic tasks such as; creating your own work using the knowledge of the basic dance actions. - Set choreographic tasks to develop a set of movements using choreographic devices and interesting developments to make work more creative - Watching peers work - Making improvements to own work by appreciating others practical work and providing feedback
	<p><u>Performance- Drama</u> Physical skills- facial expressions, gesture, movement, posture, body language</p>	<p>Students will apply Drama techniques to more open-ended tasks and be required to consider contexts more deeply.</p>

	Vocal skills- Pitch, pace, tone, volume	
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