



Subject: Year 9 – Theatre in Education

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>Having explored through the previous scheme of work, <i>The Riots</i> Students continue their powerful exploration into discovering how theatre can be used to explore real world issues by exploring theatre in education, particularly inspired by the true life case of Breck Bednar. Students will be exploring not only how theatre can be used to raise awareness to issues, but how theatre can be used to educate and inspire, and change perceptions of the audience around them.</p> <p>This scheme of work is taught near to national online safety day, tying in effectively with the students cross curricular learning in PSHE. Students are nearing the end of their KS3 drama journey at this point, so will be utilizing their strong progression of drama techniques and skills, as well as applying their new understanding of verbatim theatre in order to portray a powerful message to the audience.</p>		
	Essential	Core	Ambitious
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>What is theatre in education? Who was Breck Bednar? Can I recall the key skills of verbatim theatre? What are famous examples of theatre in education? What are the key features of theatre in education? Why is theatre used to portray hard hitting messages?</p>	<p>How does theatre in education adapt to its audience? How can verbatim theatre be used in theatre in education? What is Breck Bednar's story? How do I use characterization to portray a real life character? How do I clearly educate the audience in my message? How do I involve the audience in theatre in education? Can I create my own successful theatre in education piece?</p>	<p>Who is to blame for Breck's fate? What could have been done To avoid Breck's story? Why is theatre in education a powerful tool? What target audience should theatre in education focus on? Can I critique the effectiveness of verbatim in theatre in education? How can I use feedback to understand if my message has been understood?</p>
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	

	<p>1. Rehearsal etiquette and technique</p>	<p>As well as continuing to cement the strong skills learnt throughout their KS3 journey in rehearsal etiquette and team work, in particular in this scheme of work students will focus on handling difficult topics in rehearsal with maturity and sensitivity, supporting each other to produce mature and powerful works of theatre.</p>
	<p>2. Drama techniques and skill</p>	<p>Students will work towards using previous skills and techniques, such as verbatim, vocal skills, physical skills and flash back to merge into a particular style of theatre, being theatre in education. The ability to merge skills to suit a style is a vital skill that is required and learnt in GCSE.</p>
	<p>3. Creativity in performance</p> <p>4. Evaluation and feedback</p>	<p>Students will use Breck's message to inspire their own works, using previously undertaken theatre in education pieces to create their own characters and message- successfully inspiring and educating audiences.</p> <p>Students will use their built evaluation and feedback skills in order to successfully set targets and see progression of work throughout the scheme of work, however students will be applying subject specific feedback in order to address if their educational messages have been acknowledged and the success of this.</p>