

<p>Students will examine the methods and practices of naturalism and non naturalism (Brecht and Stanislavski) as well as Artauds theatre of cruelty in order to</p> <ul style="list-style-type: none"> • Understand the theory behind these practices. • Applying their techniques to devised and scripted scenes • Direct address • Narrator • Multi roles • Placards • Given circumstance • Masks • Assaulting the audience • The fourth wall • The feeling of truth 	<p>Understanding how to respond to a stimulus</p> <ul style="list-style-type: none"> • How to develop questions and ideas in response to a stimulus. • Using Brecht techniques to devise a performance-breaking the fourth wall , narration, tableaux, third person thought track, placards. • Exploring structure • Form and style • Theme and plot • Language and dialogue <p>How to deliver required intent in her performance.</p> <p>Considering the use of</p>	<p>Learners must consider how the text I love you Mum, I promise I won't die is constructed and how performances create meaning through:</p> <ul style="list-style-type: none"> • The characteristics of the performance • Genre- understanding verbatim and TIE • Structure- 2 ACT play and circular structure • Characters • Language • Stage directions • Sound and set including props • Actors vocal and physical interpretation of the character 	<p>Students will develop knowledge in relation to :</p> <p>Analysing how meaning is communicated through the roles of theatre makers</p> <p>Exploring questions such as</p> <ul style="list-style-type: none"> • How different types of staging would impact the performance of ILYM • How costume choices have Impacted on the characters and final performances • The importance of rehearsal technique and what techniques influenced the creation of ILYM 	<p>Set text- revising material from Spring 1 and 2 ready for TA 1 exam. Exploring scaffolding models with students.</p> <p>Begin devising project (full)</p> <p>A01 – Create and develop ideas to communicate meaning for theatrical performance assessed through a portfolio of supporting evidence</p> <p>Students will develop Imaginative ideas in response the chosen stimulus communicate meaning.</p> <p>Students will demonstrate use of a range of techniques associated with the chosen practitioner or genre are incorporated in a highly creative way</p>	<p>AO2: Apply theatrical skills to realise artistic intentions in live performance assessed through the final performance.</p> <p>Highly effective application of performance skills including sensitive interaction with other performance to realise artistic intentions</p> <ul style="list-style-type: none"> • A fully coherent and successful interpretations of the character or role using hugely relevant aspects of the practitioner or genre to successfully realise artistic intention. • Students will demonstrate a highly sensitive individual
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	space and staging choices (included proscenium arch, thrust and traverse)		<ul style="list-style-type: none"> How actors prepared for playing specific characters including vocal and physical techniques- tempo, tone, intonation, Gesture body language. <p>Understanding how set is used to allow full impact of the performance . Walking talking mock</p>	<p>as the piece are developed.</p> <p>Using logbooks to detail how performance have been thoroughly developed, refined, during the process to demonstrate meaning and intent.</p> <ul style="list-style-type: none"> Students will demonstrate a highly relevant individual contribution to the creation, development and refinement of ideas for performance. 	<p>contribution and understand how to sustain audience interest throughout the performance.</p> <table border="1"> <tr> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> <td>•</td> </tr> </table> <p>•</p>	•	•	•	•	•	•	•	•	•	•	•	•
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<p>Learning checkpoints 2 per this half term as a longer- others half 1 LCP</p> <p>Lc1 : Understanding how to apply given</p>	LCP: discuss a significant moment in your rehearsal process and how ideas were developed and refined.	LCP: Demonstration of movement techniques in the rave scene.	LCP: Can I identify and explain the significance of costume in iLYM?	LCP – logbook detailing development of devising process I response to stimulus	LCP: demonstration of chosen genre /style in a devised scene												

circumstance to a script					
LC2: Demonstrating understanding of Brecht techniques in practical task					

Learning