

Year 9 AT1: Theatre in Education



Scheme Overview:

To understand the elements that go into producing a piece of physical theatre and to produce a piece of physical theatre .

We ek	CONTENT	OBJECTIVE
1	TIE Introduction/Audience Awareness	-To understand what T.I.E is and the features and style of the theatrical genre.
2	Scenarios/ character building	To explore and examine the different theatrical possibilities of different scenarios.
3	Constructing a narrative/ Body language	To be able to construct a narrative for a piece of TIE and investigate use of body language
4+	Project	Continue to develop and rehearse TIE project then perform to a targeted audience

FINAL PRODUCT / ASSESSMENT

- A live or recorded performance of a piece of TIE
- An evaluation of the impact of the piece and improvements

LITERACY: Keywords each lesson, writing instructions on a storyboard.

NUMERACY: Timing,

DIRT / FEEDBACK

Think Pink Sections within the slides to prompt thoughts and feedback.

Feedback on performances from pupils and teacher.

Pupils reminded from assessment booklets on how they should be improving.

WIDER READING OR RESOURCES

How too videos on you tube. Watching existing performances for ideas.

PLC: EVALUATION(Personal Learning Checklist)

1	I understand what TIE is.
	I can recognise the features of a good piece of TIE
	I can begin to factor in the target audience when creating a piece of TIE
2	I can develop a scenario for a piece of TIE
	I can create a storyboard for a piece of TIE
	I can build up my characters backstory using different techniques
3	I can create a narrative for a piece of TIE
	I can recognise the use of effective body language
	I can develop my characters physicality within my piece of TIE
4	I can produce a piece of TIE
	I can produce a piece of TIE to a targeted audience
	I produce an effective piece of TIE taking into consideration audience and character work

HOMEWORK Ideas Set as needed

Complete 3 Homeworks from the homework menu

SMSC & BRITISH VALUES

Social: Group work , managing conflict
Moral: images and stimuli ideas to have a moral message considering lifestyles etc.

Cultural: Stimuli/ professional practitioners may be set within different cultures, showing an understanding of the people in them and cultural influence and style.

Spiritual: Ritualistic movement.

PAC VALUES

Respect in lessons and for equipment.

Pride in their compositions and performance

Equality learning to work with anyone in the group

Successfully perform and learn about different styles

Team, work together in groups and pairs

Work Ethic, Allow others to perform and listen/

comment.

Initiative, Create own short performance