






Theatre in Education



At Malbank we will




Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - a clear understanding of how to develop and take ownership of a piece of performance An ability to evaluate their own work and the work of others To understand elements of 'epic theatre' 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Introduction to urban legend: sharing stories The Vanishing Hitch-hiker dramatisation Apply flashback structure to the story TIR in role, establishing time travel element: investigating origins of the story. One group shares Spider in the Hairdo. Introduce medieval sermon- Lady of Eyensham Dramatising the medieval story
	 <ul style="list-style-type: none"> - To be able to understand the elements of Theatre in Education - To use a variety of drama conventions to educate and challenge an audience - To be able to evaluate their own work and the work of others, using the correct drama terminology 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> - To explore the themes and issues within the form of TIE - To understand 'epic' theatre techniques - To be able to work in different groups 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - To understand the elements of epic theatre: direct address, breaking the 4th wall, stepping out of character, alienation effect, episodic structure - To be able to take ownership of the work and be able to shape and develop a piece of Theatre in Education 	



Urban Legends



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	 <ul style="list-style-type: none"> - To be able to understand the origins of Urban Myths and how they were constructed - To be able to take the story of the Vanishing Hitchhiker and bring the story to life - To be able to take ownership of their own story and use drama conventions appropriate to the genre 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> - To explore the importance of home - To be able to work within a group and be open to new ideas - To be able to work with a variety of different people 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - To look at the importance of storytelling and what it can tell us about our history - To be able to construct a piece of performance using a number of drama elements 	



Two Worlds



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<p>Pupils should have:</p> <ul style="list-style-type: none"> - a clear understanding of how to develop and take ownership of a piece of performance An ability to evaluate their own work and the work of others To be able to evaluate their own work and the work of others 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Introduction to explore dialogical learning The importance of our world To be able to create a timeframe using physical pictures To be able develop a role and use historical contextualisation to deepen understanding of history
	 <ul style="list-style-type: none"> - Pupils will explore sci-fi genre and the impact of global warming - To look at storytelling and how to use voice and movement appropriate to the role - To be able to reflect and adapt a position and be able to communicate clearly 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> - To explore the importance of home - To be able to work within a group and be open to new ideas - To be able to work with a variety of different people - To be able to take on a character and use voice and movement appropriate to the role 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - To look at the importance of storytelling and what it can tell us about our history - To be able to construct a character and use voice and movement appropriate to the role - To convey ideas clearly 	



Decolonising the Curriculum



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<p>Pupils should have:</p> <ul style="list-style-type: none"> - a clear understanding of how to develop and take ownership of a piece of performance An ability to evaluate their own work and the work of others To be able to evaluate their own work and the work of others To be able to create a character using voice and movement appropriate to the role 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Introduction to explore dialogical learning The importance of our world To be able to create a timeframe using physical pictures To be able to develop a role and use historical contextualisation to deepen understanding of history To explore direct action
	 <ul style="list-style-type: none"> - To explore a historical scheme of work and understand the role played by Jannett Crease in the NHS service - To look at the difficulties that she had to deal with and the part she played in changing our society for the better - To be able to reflect and adapt a position and be able to communicate clearly 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> - To explore the importance of home - To be able to work within a group and be open to new ideas - To be able to work with a variety of different people - To be able to take on a character and use voice and movement appropriate to the role 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - To look at the importance of storytelling and what it can tell us about our history - To be able to construct a character and use voice and movement appropriate to the role - To convey ideas clearly 	



The Street



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - a clear understanding of how to develop and take ownership of a piece of performance An ability to evaluate their own work and the work of others To be able to evaluate their own work and the work of others To be able to create a character using voice and movement appropriate to the role To develop a polished improvisation 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Introduction to explore dialogical learning The importance of our world To be able to understand physical theatre To be able develop a role and use historical contextualisation to deepen understanding of history To understand social differences and elements of the equalities act
	 <ul style="list-style-type: none"> - To explore conflict and resolution - Teacher in role - Polished improvisation 	
	<p>HEART - Personal Development</p>  <ul style="list-style-type: none"> - To explore the importance of community - To be able to work within a group and be open to new ideas - To be able to work with a variety of different people - To be able to take on a character and use voice and movement appropriate to the role 	
	<p>HAND - Skills</p>  <ul style="list-style-type: none"> - To look at the importance of storytelling and what it can tell us about our history - To be able to construct a character and use voice and movement appropriate to the role - To convey ideas clearly - To be able to debate and construct a critical argument 	



The Curious Incident



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - Introduction to explore dialogical learning The importance of our world To be able to understand physical theatre To be able to develop a role and use historical contextulisation to deepen understanding of history To understand social differences and elements of the equalities act 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Introduction to explore dialogical learning The importance of our world To be able to understand physical theatre To be able to develop a role and use historical contextulisation to deepen understanding of history To understand social differences and elements of the equalities act
	 <ul style="list-style-type: none"> - To explore the play Curious Incident - To understand Autism - To explore developing a character using contextulisation - To be able to stay in role and take the drama seriously 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> - To explore the importance of language - To be able to work within a group and be open to new ideas - To be able to work with a variety of different people - To be able to take on a character and use voice and movement appropriate to the role 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - To look at the importance of acceptance and what it can tell us about our society - To be able to construct a character and use voice and movement appropriate to the role - To convey ideas clearly - To be able to debate and construct a critical argument 	