



**Destination One: END OF YEAR 8, MOVING ON TO YEAR 9**



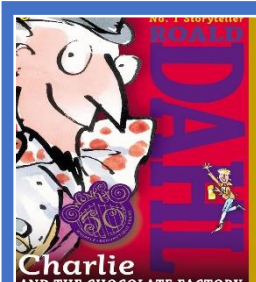
*Development of understanding of Physical Theatre and the practitioners, Frantic Assembly-  
Using their approaches to widen their understanding of more creative approaches to performance.*

Students are introduced to a second practitioner-Frantic Assembly and build upon the physical theatre work they learnt about in year 7. Students are encouraged to apply these different approaches and styles to their own work.

**YEAR 9**



Students will once again explore characterisation, relationship and communication and context through a response to a text and a polished performance of an extract. This begins to prepare them for GCSE component two.



*Working with a whole script-  
Charlie and The Chocolate Factory.*

Students complete a written exam based on an evaluation of a Theatre Production. They must be able to recognise different design elements and how they are used to communicate effectively with an audience.

Students will learn about effective communication with an audience. They will consider the message and atmosphere they wish to convey and how to use the performance skills and techniques they have learnt to do this successfully.



*...s Storytelling-  
creating believable atmosphere*



*An introduction the Theatre Practitioner, Stanislavski*

Students are introduced to who and what theatre practitioners are and do. They learn four of Stanislavski's techniques- imagination, observation, The Given Circumstances and Emotion Memory and how these are used to create theatre and that performance is a craft to be learnt and studied.

Students will learn how to respond to stimulus material, exploring themes and issues and ideas in order to create a piece of theatre.



*Devising from Stimuli.  
To introduce the approaches needed to create original theatre- begins to introduce skills required for Component 1 of the GCSE examination.*

**START**