Performing Arts Faculty: Year 9 Drama

Brecht	Knowledge, Skills, Understanding
Higher	Performing: • Able to use an impressive range of vocal and physical skills to create multiple roles in a single performance. • Able to perform a thoughtful and convincing role creatively, using a range of alienation techniques e.g. Gestus in performance. • Able to show a very clear awareness of audience through direct address to audience and delivery of political/social message. • Can demonstrate a perceptive and analytical awareness of impact on audience Creating: • Demonstrate knowledge and understanding of Epic theatre and Brecht by selecting the appropriate techniques to communicate their chosen message. • Can use abstract and symbolic staging such as placard, banner, multi-media, staging configuration and technical elements (where possible – facilities allowing) • Can use, with confidence, a range of performance techniques such as gestus; exaggeration and realism; demonstration and emotion; archetypes; multi-role play; spass; chorus/narration; song, for effect and purpose • Can create Epic theatre with a clear political and social message, using challenging and/or topical themes and issues. • Is able to work effectively and sensitively with others in group work in the true nature of ensemble/ Epic theatre. Evaluation: • Can make connections between content and impact on the audience, using detailed examples from performance. • Can make constructive suggestions for improvement, giving reasons for their preferences. • Can use correct terminology consistently e.g. Clarity, verfremdungseffekt
Intermediate	Performing: • Able to use a clear and effective range of vocal and physical skills to create at least three roles in a single performance. • Able to perform a detailed role creatively, using some alienation techniques e.g. Gestus in performance. • Able to show a clear awareness of audience through direct address to audience with some delivery of political/social message. • Can demonstrate an understanding and awareness of impact on audience Creating: • Demonstrate some knowledge and understanding of Epic theatre and Brecht by using some appropriate techniques to communicate their chosen message. • Can use some abstract and symbolic staging such as placard, banner, multi-media, staging configuration and technical elements (where possible – facilities allowing) • Can use some performance techniques such as gestus; exaggeration and realism; demonstration and emotion; archetypes; multi-role play; spass; chorus/narration; song, for effect and purpose • Can create Epic theatre that attempts a clear political and social message, using challenging and/or topical themes and issues. • Is usually able to work effectively and sensitively with others in group work in the true nature of ensemble/ Epic theatre. Evaluation: • Can make some connections between content and impact on the audience, using examples from performance when prompted. • Can make some constructive suggestions for improvement, occasionally giving reasons for their preferences. • Can sometimes use correct terminology with confidence e.g. Clarity, verfremdungseffekt
Foundation	Performing: • Able to use some vocal and physical skills to create an appropriate role. • Able to perform a role with some creativity, using at least one alienation techniques e.g. Gestus in performance. • Able to show some awareness of audience through direct address to audience and/or delivery of political/social message. • Can demonstrate some awareness of impact on audience Creating: • Can define Epic theatre by using some techniques to communicate a message. • Can use some staging techniques such as placard, banner, multi-media, staging configuration and technical elements (where possible – facilities allowing) • Can attempt some performance techniques such as gestus; exaggeration and realism; demonstration and emotion; archetypes; multi-role play; spass; chorus/narration; song. • Can attempt to create Epic theatre with a message, using themes and issues. • Is able to work with others in a group, making some contribution Evaluation: • Can identify strengths and weaknesses in theory own and others' performance. • Can use some terminology e.g. Clarity, verfremdungseffekt

NB: direct command = knowledge, 'can'= understanding, 'able to'=skills