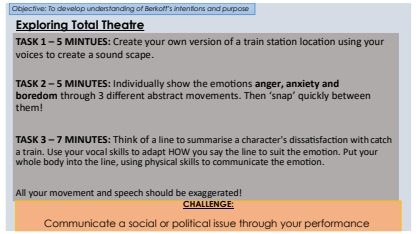
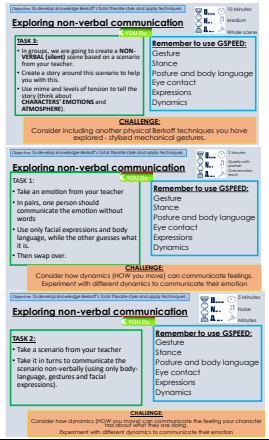
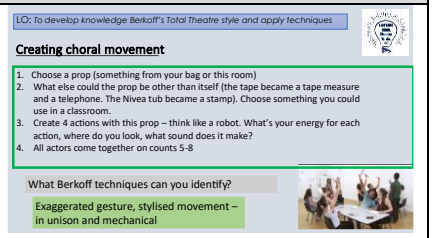
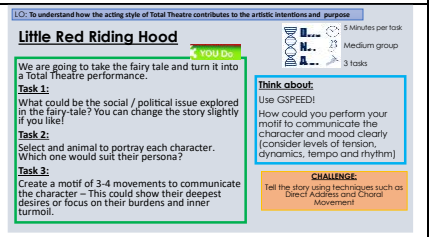
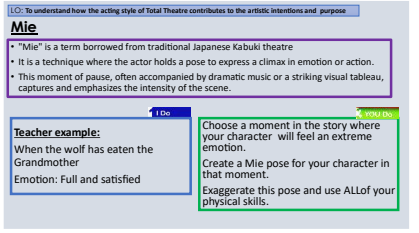
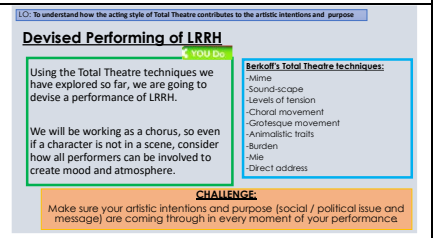
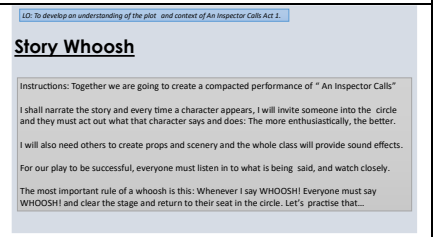
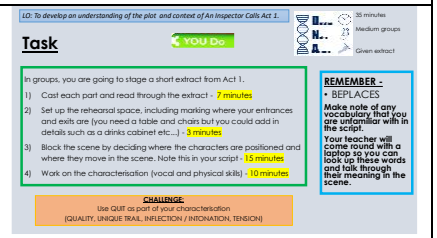
Holy Family Catholic School – Faculty of Drama Autumn Half-Term 2 Year 10

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 1 L1 *To develop understanding of Berkoff's intentions and purpose.*	*gestures, sequence, soundscape abstract*	To develop an understanding of Berkoff and his theatrical techniques	Practical demonstration	Describe Berkoff's style of theatre Discuss the purpose of Berkoff's theatre Use gestures to create a character sequence Create an environment through a soundscape and abstract movements	Why did Berkoff use this style of acting? Do you feel it enhances performance, if so, how?	
Week 1 L2 *To develop knowledge Berkoff's Total Theatre style and apply techniques*	*Neutral state, levels of tension, grotesque*	To develop character through mime and non-verbal communication	Practical demo	Warm up my body to achieve a neutral state. Use mime to communicate an object Explore levels of tension to communicate mood Create a scene using non-verbal communication and 'the grotesque'	Can mime and repetition help in storytelling? How do we get the most out of non-verbel communication?	

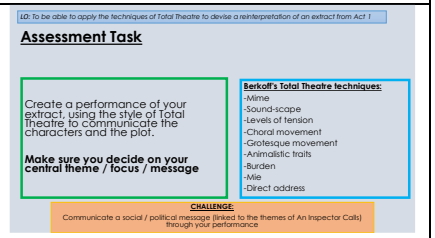
Holy Family Catholic School – Faculty of Drama Autumn Half-Term 2 Year 10

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 2 L1 *To develop knowledge Berkoff's Total Theatre style and apply techniques*	*Warm up, base pulse, choral movement, ensemble, gestures, props*	To create work using Berkoff's techniques – specifically the leading technique and choral ensemble	Physical skills recap	Warm-up the body using circles Use a base-pulse to move as an ensemble Follow choral movement in an ensemble Create choral movement using gestures and props	How does the leading technique help us to create a character that is clear to the audience?	
Week 2 L2 *To understand how the acting style of Total Theatre contributes to the artistic intentions and purpose*	*Animalistic traits, choreograph, motif*	To use Animalistic qualities and add these movements to character	Vocal skills recap	Present a character using animalistic traits Outline a social issue explored through a fairy tale Develop a fairy-tale character using animalistic traits Choreograph a character motif	Does a familiar story help us to create understanding of a social issue? How?	
Week 3 L1 *To understand how the acting style of Total Theatre contributes to the artistic intentions and purpose*	*Total Theatre, Kabuki, Mie, Burden*	To introduce the concepts of Mie and Kabuki to Total theatre	Practitioner recap	Identify features of Total Theatre within Kabuki Theatre Create a Mie for a fairy tale character Perform a burden which communicates a social issue	How do I choose the most important moment to develop a Mie? How can I make the audience understand the Mie?	

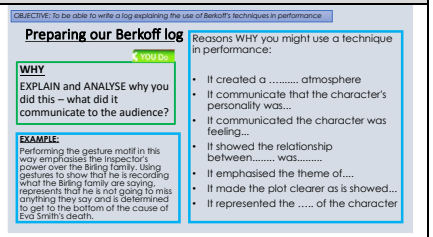
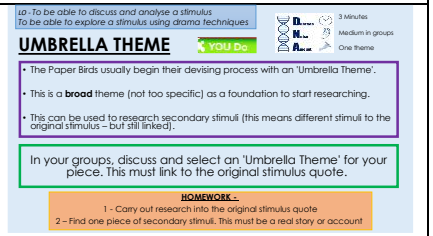
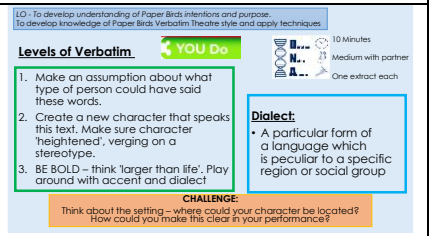
Holy Family Catholic School – Faculty of Drama Autumn Half-Term 2 Year 10

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 3 L2 *To understand how the acting style of Total Theatre contributes to the artistic intentions and purpose*	*Artistic Intentions, purpose, direct address, Total Theatre*	To add Direct address and develop scripts beyond the story with understanding of purpose and artistic intentions	Recap questions – Total Theatre	Describe the artistic intentions and purpose of your performance Write a script using direct address to tell the story Devise a performance of LRRH using Total Theatre techniques	What is the purpose of Total theatre according to Berkoff and does it help the storytelling? How?	
Week 3 L3 *To develop an understanding of the plot and context of An Inspector Calls Act 1.*	*Morality, Class, Socialism, Capitalism Welfare state*	To add Berkoff's techniques to AIC whilst exploring and understanding the script	Story Whoosh	Perform in a 'story whoosh' of An Inspector Calls Recall information about the context Define the meaning of the key themes	Exploring AIC, how do the total theatre techniques help us to understand the contect of the play? Does Total Theatre enhance our understanding of the social issues in AIC?	
Week 4 L1 *To develop an understanding of the plot and context of An Inspector Calls Act 1.*	*DEPART, GSPEED, BEPLACES vocab, blocking*	To revisit and recreate a short extract of AIC	Quick Qs AIC	Demonstrate each character through a pose and quoted line Block an extract from Act 1	Can you use Mie and poses to create a piece where the audience understand the story? How do we then develop that with DEPART?	

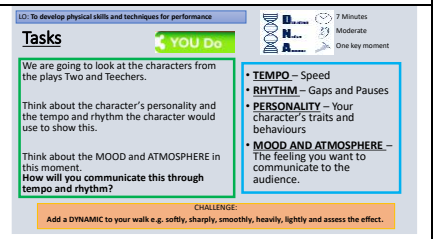
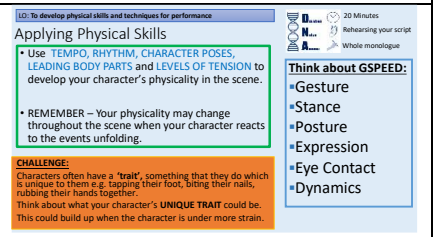
Holy Family Catholic School – Faculty of Drama Autumn Half-Term 2 Year 10

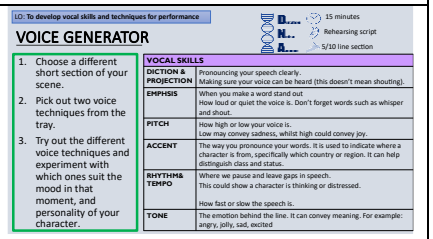
Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
				Use vocal and physical skills to interpret the characters		
Week 4 L2 & Week 5 L1 (2 lessons) *To be able to apply the techniques of Total Theatre to devise a reinterpretation of an extract from An Inspector Calls Act 1*	*burden, Kvetch, Grotesque, gesture motif*	To recreate the same extract as last lesson but using Beckoff's techniques to create character and story	10 minute assessment	Identify the burdens of each character Explore Kvetch in Act 1 Devise a grotesque gesture motif for a character	Does a pulse/beat help with understanding for an audience? How can you use a pulse effectivley so it feels a part of the performance?	
Week 5 L1 See above					As Above	

Holy Family Catholic School – Faculty of Drama Autumn Half-Term 2 Year 10

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 5 L2 *To be able to write a log explaining the use of Berkoff's techniques in performance*	Identify, define, describe, explain, analyse	To understand and be able to create a piece of a portfolio for C1	Portfolio	Identify and define the Berkoff techniques used in my performance Describe where and how the techniques were used Explain and analyse why the techniques were used	How do you make sure that you are using portfolio techniques to describe what you did to create the piece?	
Week 5 L3 *1: To be able to discuss and analyse a stimulus* *2: To be able to explore a stimulus using drama techniques*	*Stimulus, Tableaux, Soundscape Umbrella theme*	To introduce students to the concept of devising around a stimulus using the Umbrella Theme	Recap quiz	Create a mind map in response to a stimulus Perform a tableaux montage in response to a stimulus Devise a soundscape to create mood and atmosphere Select and 'Umbrella Theme' in response to the stimulus	What is a stimulus and how do we use it to devise? How can we be open to ideas using the Umbrella theme?	
Week 6 L1 *1: To develop understanding of Paper Birds intentions and purpose.* *2: To develop knowledge of Paper Birds*	*devised, verbatim, naturalistic, heightened, ethics, spectrum*	To understand and implement the ways in which the paper birds worked on devising	Quiz on verbatim and umbrella theme	To identify the five 'key ingredients' for every Paper Birds devised piece To perform Verbatim text in two contrasting styles (naturalistic and heightened stereotype)	What is verbatim theatre and how can it help us in storytelling?	

Holy Family Catholic School – Faculty of Drama Autumn Half-Term 2 Year 10

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Verbatim Theatre style and apply techniques				To discuss the ethics of different spectrums of Verbatim To describe three intentions and purposes of The Paper Birds Theatre Company		
Week 6 L2 To develop physical skills and techniques for performance (C2)	Physical, tempo, rhythm, character, levels of tension, leading body parts, gestures, stance, posture, expression, eye contact, dynamics	To introduce C2 and in particular physicality into a given script.	GSPEED physicalisation and demonstration	Use tempo and rhythm to communicate mood and atmosphere Create a character pose Use levels of tension and leading body parts to communicate my character	How do the characters differ in rhythm and tempo and how can I show this in rehearsal and performance?	
Week 7 L1 Developing Dynamics	Physical, tempo, rhythm, character, levels of tension, leading	Development on techniques and ideas explored last lesson – specifically working on	Quick quiz	Use dynamics to create a movement for your character Incorporate a trait for the character using gesture.	What is my trait? How do I show this without becoming stereotypical?	

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
	body parts, gestures, stance, posture, expression, eye contact, dynamics	dynamics and leading		Let your character be led with a certain part of the body to inform character		
Week 7 L2 To develop vocal skills and techniques for performance	Diction, Projection, Emphasis, Pitch, Accent, Rhythm, Tempo, Tone, Support, Vocal, Flexibility, Diaphragm, Resonance	To explore & introduce vocality into character to work alongside physicality	DEPART quiz	Warm up my voice to improve support, diction, projection and vocal flexibility. Communicate subtext using vocal skills. Use the 'vocal generator' technique to explore different interpretations of the script.	How does my character speak? Can I use DEPART to enhance the work?	
Week 7 L3 Perform	Physicality Vocality Character GSPEED DEPART	To put into practice all that we have learnt in the last few lessons about creating character through	Performance	To perform using: - • Changes of vocality • Changes of Physicality • Changes of dynamic	Using the techniques I have explored, can I create a believable character and tell a clear and interesting story?	Performance

Holy Family Catholic School – Faculty of Drama Autumn Half-Term 2 Year 10

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
		physicality and vocality				