

The Stanislavski System: A Roadmap to Naturalism

KEY VOCABULARY: THE ACTOR'S TOOLKIT



GIVEN CIRCUMSTANCES

The specific setting, era, and environment that dictate a character's realistic reactions.



THE MAGIC "IF"

Using personal imagination to trigger authentic responses by asking, "How would I act?"

OBJECTIVE



OBSTACLE



SUBTEXT

OBJECTIVES, OBSTACLES, & SUBTEXT

Identifying character goals, the barriers facing them, and the hidden meanings beneath their words.

THE 7-LESSON LEARNING JOURNEY

LESSONS 1-3: THE FOUNDATIONS

Moving from basic naturalism to understanding character motivations and navigating scene obstacles.

Focus:
Foundational
Naturalistic
Techniques

LESSONS 4-5: EMOTIONAL DEPTH

Using emotion memory and "Circles of Attention" to create focus and internal monologue.

LESSONS 6-7: ASSESSMENT & SUCCESS

Synthesizing all techniques into a group performance evaluated on voice, movement, and intent.

Focus:
Mastering Subtext,
blocking scenes, and
Final Assessment
performance

END OF SCHEME SUCCESS CRITERIA



VOICE & MOVEMENT
Grounded and naturalistic.



FOCUS
Sustained Circles of Attention.



INTENT
Clear objectives and subtext.



Girls Like That: GCSE Drama Unit Overview

KEY CONCEPTS & BIG IDEAS



Explores peer pressure, social media judgment, and differing rules for girls versus boys.

ENSEMBLE & STAGE TECHNIQUES



In-the-round and traverse stage layouts with chorus work, canon, and physical theatre.

COSTUME & ARTISTIC INTENTION



DRAMA VOCABULARY

PRODUCTION FOCUS

Ensemble



Coordinated group performance.

Chorus



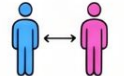
Unison vocal or physical action.

Subtext



Underlying meaning/emotion not spoken.

Proxemics



Spatial arrangement & distance on stage.

REHEARSAL FOCUS



Thought-Tracking
Revealing a character's inner thoughts.



Hot-Seating
Questioning a character in role.



Artistic Intention
The director's or group's vision for the place.

LESSON FLOWCHART

LESSONS 1-8 SEQUENCE

1



The Photo
Initial stimulus, impact of a single image.

2



Ensemble
Building trust and group cohesion.

3



Staging
Experimenting with in-the-round, traverse.

4



Characterisation
Developing individual characters & rules.

5



Costume
Designing and selecting attire.

6



Directing
Taking leadership and making artistic choices.

7



Evaluation
Reflecting on process and performance.

8



Devising
Creating original work based on themes.

END OF SCHEME SUCCESS CRITERIA



Clear Artistic Intention

Cohesive vision for the performance.



Vocal/Physical Performance Skills

Effective use of body and voice.



Characterisation

Believable and distinct character portrayal.



Peer Evaluation

Ability to constructively critique others' work.

BRECHT & EPIC THEATRE

YEAR 9 SCHEME OF WORK — TOPIC OVERVIEW & LESSON PROGRESSION

DRAMA CURRICULUM

KEY CONCEPTS & BIG IDEAS



Political & Social Purpose

Epic Theatre turns viewers into conscious observers. Theatre should not merely entertain—it must educate and provoke political thought.

Emotional Detachment (Anti-Melodrama)

Brecht rejected classical realism where audiences get swept up in empathy. By staying emotionally detached, viewers remain critical and objective.

Breaking the Fourth Wall

Actors directly acknowledge the audience, dismantling the illusion of reality to remind everyone that they are watching a constructed performance.

KEY VOCABULARY & TECHNIQUES



Verfremdungseffekt

The 'Alienation Effect' — techniques used to prevent audience empathy and encourage critical analysis.

Gestus

A clear physical gesture, posture, or attitude that explicitly reveals social status or political motivation.

Third-Person Narration

Actors narrate their actions in 3rd person as they perform, maintaining objective distance.

Placards & Spoken Titles

Signs or spoken announcements revealing scene facts in advance to eliminate suspense.

Multi-Roleplaying

Actors visibly switch roles on stage using voice/posture shifts or simple costume pieces.

LESSON PROGRESSION FLOWCHART

LESSON 1 Intro to Brecht & Alienation

School argument scene; breaking 4th wall with direct audience address.

LESSON 2 Third-Person Narration

Fairy tale performance; actors speak their own actions in 3rd person.

LESSON 3 Gestus (Social Gesture)

Unfair workplace scenario; exaggerated gestures showing social class.

LESSON 4 Placards & Spoken Titles

Historical/current event; signs and spoken titles providing commentary.

LESSON 5 Multi-Rolework & Assembly

3-min modern social issue piece; visible on-stage character switching.

LESSON 6 Assessment Performance

Final performance featuring at least 3 distinct Brechtian techniques.

END OF SCHEME ASSESSMENT SUCCESS CRITERIA

DEVELOPING

- Tells a clear story with a basic central theme.
- Uses at least ONE Brechtian technique during performance.
- Acting occasionally slips back into realistic melodrama.
- Transitions between roles or sub-scenes are slightly hesitant.

SECURE

- Clearly focuses on a political or social message rather than just plot.
- Executes at least THREE Brechtian techniques clearly & confidently.
- Intentionally breaks the fourth wall, keeping audience thinking.
- Clean vocal/physical shifts when executing character changes.

EXCELLING

- Highly stylized, thought-provoking piece completely avoiding melodrama.
- Weaves multiple Brechtian techniques seamlessly to challenge perspectives.
- Sharp physical and vocal control with precise, exaggerated Gestus.
- Flawless, visible multi-role transitions executed in plain view on stage.

Monsters Drama Scheme: A 7-Lesson Roadmap to Performance

Explores the "Monsters" narrative through a blend of Brechtian distancing techniques and intense naturalism. Students progress from being "witnesses" of societal failure to performing a "Witness Portfolio" that examines guilt, surveillance, and systemic neglect.

Core Concepts & Vocabulary



Brechtian Alienation (Verfremdungseffekt)
Techniques designed to break the "fourth wall," transforming the audience into active societal witnesses.



Ensemble Narrative

Using physical distance and unspoken tension to communicate power dynamics in interrogation scenes.



The Panopticon & Surveillance

Exploring the "blind eyes" of CCTV as a motif for collective responsibility.

The 7-Lesson Learning Journey



Phase 1: Establishing the Witness (Lessons 1-2)

Introducing choral addresses and stylized physical theatre to represent mechanical CCTV surveillance.

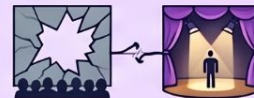
Phase 2: The Interrogation (Lessons 3-4)

Shifting to naturalism to explore subtext, guilt, and the deflection of truth.

Phase 3: Perspective & Climax (Lessons 5-7)

Analyzing maternal trauma and evidence before the final "Witness Portfolio" performance assessment.

Success Criteria Matrix



EXCELLING

Seamlessly shifts between detached Brechtian storytelling and raw, harrowing naturalism.

From Plot to Provocation



SECURING

Strong subtext, deliberate use of contrasting styles, and clean transitions.



DEVELOPING

Clear plot communication, memorized lines, and distinct character intent.