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| Year | **7 Term 3&4** |
| Topic | **Topic: Introducing Scripted Performance** **Prop-less Theatre**  |
| **Lesson**  | **Key aim/title/objective of the lesson?** **These may stretch over a number of lessons as appropriate** |
| 1 | **Introducing drama:** Script – ‘The Awkward Customer’Exploration of narrative and understanding character type. |
| 2 | Characterisation - perform and communicate my character physically and vocally, line learning.  |
| 3 | **C**haracterisation - to interpret scripted character, identify and communicate changes in my character(s) intention.  |
| 4 | Stage directions - to understand and follow and apply stage directions. |
| 5 | Pace and timing - deliver and control pace and timing throughout performance.  |
| 6 | Positioning and interaction - stage performance with use of set and balance the space two other performers.  |
| 7 | Rehearsal and performance of group script work for assessment.  |
| 8 | Introduce Prop-less Theatre techniques – solo and paired. |
| 9 | Prop-less Theatre - creating physical shapes with movement dynamics demonstrating its dramatic purpose.  |
| 10 | Prop-less Theatre – using the application of text create and demonstrate physicality which provides fine detail in prop-less work and is intricate, interactive and usable within the ensemble. (Revolting Rhymes) |
| 11 | Prop-less Theatre - create and perform transitional material that links dramatic moments and supports the progression of the drama. |
| 12 | Prop-less Theatre - create and apply vocal sound effects to support physical prop-less products. |
| 13 | Prop-less Theatre – rehearsal process |
| 14 | **Final performance of Prop-less Theatre group work –** assessed performance work |
| **Key vocabulary and/or key reading****Key terminology**: **s**cript, role, characterisation, vocal, physical, facial expression,narrative, plot, scenes, plot, character relationships, interaction, stage directions, atmosphere, facial expression, gesture, action, movement, dialogue, rehearsal, effect, staging, setting, audience, End On, prop-less theatre, movement, sound effects, soundscape, dynamics, transition. Exploration of script and text **Numeracy Opportunities**  |

**How does this topic build on *prior* learning?**

* Creating character and techniques of characterisation (term 1 & 2 year 7)
* Creating and developing narrative (term 1 & 2 year 7)
* Exploration of social/moral themes and issues – through PSHCE (Primary/Secondary School)

**How does the work during this topic prepare for future learning?**

* Builds and links with the year 8 curriculum – exploration of Mime, Characterisation, Non-verbal communication techniques, Script, genre, style.

**How will learning be assessed and feedback provided in this scheme?**

* Ensemble management and collaborative group skills throughout the process of scene construction. Skills, knowledge and understanding to interpret text and transpose to scene creation and performance outcome.
* Performance outcome – application of skills in recorded performance.
* Formative assessment throughout Summative assessment – knowledge and understanding of techniques and skills applied
* Working notebook content
* Teacher, self and peer assessment

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| **Personal Development** |
| How is this topic developed beyond the classroom? Eg **learning passport?** | * Rehearsal, production and group collaboration opportunities.
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| How are **Careers/ IAG** links built into this lesson sequence? |  |
| **Relationship Sex and Health Education.** | * Exploration of relationships through the narrative in the script ‘The Awkward Customer’.
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| **Fundamental British Values** (democracy, the rule of law, individual liberty and respect and tolerance) | * Themes of Citizenship/Social/ Moral explored throughout the script work – exploration of character and devising storyline.
* Prop-less Theatre within the narrative of Revolting Rhymes ‘Little Red Riding Hood’.
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