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| Year | **7 Term 5&6** |
| Topic | **Topic: Musical Theatre / Devising a Musical** |
| **Lesson** | **Key aim/title/objective of the lesson?**  **These may stretch over a number of lessons as appropriate** |
| 1 | Music and Song in performance. Interpretation of music and song. Interpretation and devising drama. |
| 2 | Devising drama from interpretation of music stimulus. Rehearsal, performance and assessment. |
| 3 | What is Musical Theatre: Defining the **genre, form and structure**. Early links to Brecht (Y9 work). Thematic exploration / musical themes. Homework – listening task and song selection. |
| 4 | Roles in the construction of musical theatre, live theatre and film. Working collaborative relationships – composers, directors, production. |
| 5 | Exploration of themes. Group collaboration and presentation of homework outcomes. Sharing of music and presentation of interpretations. Dramatic conventions explored. |
| 6 | Exploration of dramatic conventions / development of narrative interpretation. Implementation of music stimuli. |
| 7 | Scene construction and rehearsal. |
| 8 | Movement workshop: movement to song. Exploration of song presentation. |
| 9 | Characterisation workshop – character through song and movement / dance. |
| 10 | Dance Workshop: Foundation choreography content – **motif, movement phrases.** |
| 11 | Choreography rehearsal – integration with dramatic scenes. |
| 12 | Choreography rehearsal – integration with dramatic scenes. |
| 13 | Performance week – rehearse, perform and assess. |
| 14 |  |
| **Key vocabulary and/or key reading**  Key terminology: genre, form and structure, Brecht, suspension of disbelief, breaking the 4th wall, declamatory, motif, movement phrases, movement / dance sequence,  Exploration of script and text  **Numeracy Opportunities**  Timing / count to music | |

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

* Devising skills and conventions (term 1)
* Extension to characterisation work (term 1) application to musical style. Characterisation in song.
* Propless theatre, movement and spatial management work – Dance, movement and characterisation work.
* Stimulus interpretation – script work (term 3).
* **How does the work during this topic prepare for future learning?**
* Y8 mask – character physicality, action and gesture work. Y9 Berkoff SoL and expressionism / Y9 Brecht SoL and technical approaches.

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

* Learner collaborative working approaches to devise dramatic scenes – inspired and informed from interpretation of songs. Music/ lyrics embedded and connective to dialogue.
* Characterisation creation and delivery to meet style.
* Choreography and performance of movement / dance to music.
* 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?** | * Musical showcase event, parents evening and end of term assembly |
| How are **Careers/ IAG** links built into this lesson sequence? | * Roles in the construction of musical theatre, live theatre and film. Working collaborative relationships – composers, directors, production. |
| **Relationship Sex and Health Education.** | * Love, betrayal, reconciliation, friendships, mental health. |
| **Fundamental British Values** (democracy, the rule of law, individual liberty and respect and tolerance) | * Respect, tolerance, equality, gender stereotypes, societal expectation. |

