

Year 7 HT2 Physical Theatre

Intent	Wider Learning: Students will learn about the different types of drama, naturalistic and non-naturalistic. Students will reflect on types of conflict as well as conflict resolution and the importance of working together. Students will develop collaborative skills to be able to work together in groups, share ideas and listen to the thoughts and ideas of others.	Prior learning: Students have so far learnt the techniques of Still Image, Thought Out Loud and Mime.	Key vocab: 1. Physical Theatre 2. Stylised 3. Non-naturalistic 4. Personification 5. Objects 6. Still Image 7. Sound 8. Movement 9. Physicality 10. PPTVI 11. Pitch 12. Pace	13. Tone 14. Volume 15. Inflection 16. Sub plot 17. Sub text 18. Facial expressions 19. Body language 20. Gestures 21. Posture 22. Audience 22. Feedback 23. Evaluate 24. Atmosphere 25. Gait
	The big questions 1. What is personification? 2. What skills do we use to personify an object? 3. What skills and techniques do we use to create an atmosphere? 4. How do we use our physicality in Drama? 5. What is physical theatre? 6. What type of drama is physical theatre? 7. How can we evoke emotion from the audience? 8. How can we use staging to improve a performance? 9. How can we use our voice and physicality in drama?			

Implement	Order of learning Lesson 1- Physical theatre Introduction In groups 4-5 Starter- create a washing machine/car. Add sound and movement What is physical theatre? Think pair, share In groups, they need to decide whose desk it is (scatty teacher / wealthy businessperson etc) as this might influence their characters. Use physical theatre to create a still image of stationary items on the boss's desk. Consider how to personify the objects. Add sound and movement to create atmosphere. Perform and feedback Lesson 2- Physical theatre, creating conflict, use of PPTV Recap Physical theatre with sound and movement from previous lesson Starter- Name game- with emotion (+ gesture for more able) How can we use our voices to create meaning and show emotion in a performance? Add a short scene of conflict between the objects on the desk. Scene ends with "Shhh the boss is coming!" physical theatre still image- how are they feeling at this moment? Perform and feedback Lesson 3- Physical Theatre, Sound and Movement Recap opening, scene 1 Starter- how can we use movement and sound to communicate to the audience? In pairs, use physical theatre to show a pair of scissors being used. Using movement and sound, create scene 2 showing the boss using all the objects, one gets broken. Perform and feedback Lesson 4- Physical Theatre, Gait Recap Scenes so far, 1 and 2 Starter- Lead with your... using 7 speeds Where have we just used our gait? Think, pair, share Students create scene 3, objects work together to fix the broken object. The conflict is resolved Perform and feedback Lesson 5- Unison and Canon Recap scenes 1-3 so far Starter- in groups, create a 10 second scene showing people on a train using sound and movement How did we show the movement on the train? Movement in unison. Discuss canon and unison Students create last scene where the objects get scooped into a box by the boss. Focus on the movement in the box, each character wondering what is happening. Scene ends on a cliff hanger, all look up at the boss and react Perform and feedback Lesson 6- Assessment Starter- 10 seconds to... name an object and number. Number is the number of students in a group to make the object. Add speeds 1-5 for movement Assessment Rehearsal Recap drama techniques expected to be demonstrated in assessment. 10 minute rehearsal time, rehearse scenes 1-4 Perform for assessment Lesson 7- Analysis and Evaluation 1. Written assessment using performance criteria template, set as an assignment on Teams. Peer and self-assessment. Exam conditions. 2. Teacher to model exemplar response using terminology. Students use purple pen to rewrite and restructure their responses.	Differentiation Scaffold: Teacher Demos Suggest and scaffold ideas to students struggling with creative ideas. Key terminology embedded into instruction as a scaffolding tool for peer / self-assessment later in the lesson Teacher to give success criteria of what makes an effective performance Sentence starters, structure the performance into steps. Dual coding to help the terminology stick. Exemplars of written evaluations Stretch: Stretch students to use a wider range of drama skills in their characterisation. Students stretched to understand the principles of a successful plot structure, consider ways to mark the moment in their climactic scene. Stretch students to consider sub plot and sub text Students to use semiotics in their assessment Students to develop use of transitions between scenes
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Impact	<p>Assessment and homework</p> <p>Assessments</p> <ul style="list-style-type: none"> • Group practical assessment piece lesson 6, assessing their characterisation, use of the techniques Still image, physical theatre, unison and canon. Embedding the use of drama skills in their performance i.e facial expression, body language, gestures • Written Assessment assessing use of subject terminology, analysing and evaluating self and peer work. <p>AO1: create and develop ideas to communicate meaning for theatrical performance. This is formatively assessed through observation of rehearsals, every lesson this is monitored.</p> <p>AO2: apply theatrical skills to realise artistic intentions in a live performance. Formatively assessed during lessons, summative assessment is through a final performance each half term</p> <p>AO3: demonstrate knowledge and understanding of how drama and theatre is developed and performed. Verbal contributions in lessons / contribution to group work</p> <p>AO4: analyse and evaluate their own work and the work of others. Formative assessment through verbal contributions in lessons, summative through written work in an assessment each half term</p> <p>Homework Group rehearsal at lunchtime and work on improvements suggested.</p>	<p>Feedback</p> <p>Verbal feedback- strengths and areas for improvement each lesson on performance skills.</p> <p>Written feedback- on use of subject terminology and evaluation and analysis skills.</p>
	<p>Where will this be revisited?</p> <p>At Key Stage 3 Drama is taught on a spiral system whereby Drama Conventions are taught each year and the challenge of these skills increases with each unit. These Conventions are what they are assessed on at Key Stage 3 and 4 (Ao1 – 4 are assessed throughout Key Stage 3). Additionally, within the Drama Schemes of Learning, students learn Social, Cultural, Historical and Political issues using the Drama Conventions to stage them. Drama is taught through 'Process Drama' whereby each lesson, another scene is added until the summative assessment at the end of each half term, and this is self and peer assessed in a written assessment.</p>	