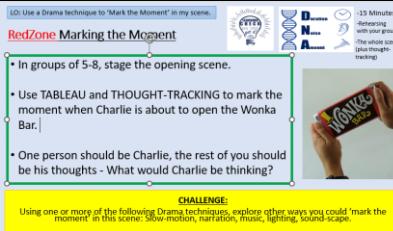


Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
<b>Lesson 1 Week 1</b> <i>To understand how to 'mark the moment' in a performance.</i>	Scene, rehearse, stage, DEPART	To introduce students to marking the moment	GSPEED DEPART Freeze Frame	Use thought-tracking to explore Charlie's thoughts. Use a Drama technique to 'Mark the Moment' in my scene.	<b>How do you mark a moment in drama?</b> A. By pausing or holding still to emphasize an important action or emotion B. By speaking faster to keep the scene moving C. By turning your back to the audience D. By skipping over the moment and continuing the scene	 <p>LO: Use a Drama technique to 'Mark the Moment' in my scene.  <b>RedZone</b> Marking the Moment    In groups of 5-8, stage the opening scene.    Use TABLEAU and THOUGHT-TRACKING to mark the moment when Charlie is about to open the Wonka Bar.    One person should be Charlie, the rest of you should be his thoughts - What would Charlie be thinking?  <b>CHALLENGE:</b> Using one or more of the following Drama techniques, explore other ways you could 'mark the moment' in this scene: Slow motion, narration, music, lighting, sound-scape.</p>
<b>Lesson 2 Week 2</b> <i>To use a script and be able to use GSPEED and DPART at the same time</i>	Scene, rehearse, stage, physicality, vocality	To be able to perform dialogue from a script using diction, accent, tone and pitch	Rehearsal Diction Character	Demonstrate accent, rhythm and tone in a vocal exercise Explain how vocal skills can communicate character's feelings Use vocal skills in a rehearsal of a scripted scene Portray my character using vocal and physical skills.	<b>How can vocal skills communicate a character in drama?</b> A. By using pitch, tone, volume, and pace to show emotion and personality B. By speaking every line at the same speed and volume C. By avoiding expression so the words speak for themselves D. By only using movement instead of voice	 <p>LO: Use vocal skills in a rehearsal of a scripted scene  <b>RedZone</b> - Characterisation task    Apply your vocal and vocal skills you have worked on to your script.  <b>YOU Do</b>  <b>15 Minute Medium - Group work</b>  <b>Characterisation</b>  <b>Vocal Skills (DEPART)</b>    Diction &amp; Projection    Emphasis &amp; Volume    Pitch    Accent    Rhythm &amp; Tempo    Tone  <b>Physical Skills (GSPEED)</b>    Gestures    Expressions    Posture &amp; Body Language    Expressions    Eye Contact    Dynamics  <b>CHALLENGE:</b> Think carefully about your eye contact. What/who would your character be looking at?</p>

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
<b>Lesson 3 Week 3</b> <b>To be able to perform dialogue from a script using emphasis and rhythm.</b>	<b><i>diction, emphasis, pitch, accent, rhythm, tone</i></b>	Introduce students to the importance of emphasis and rhythm for character creation	Stressing words Creating character through speech	Understand the definitions of emphasis and rhythm Demonstrate emphasis and rhythm in a vocal exercise Use diction, emphasis and pitch in a rehearsal of extract 1	<b>Why are emphasis and rhythm important to a character in drama?</b> A. They are only important for musical performances B. They help show the character's emotions, intentions, and personality C. They prevent the audience from hearing the dialogue clearly D. They make the lines longer and harder to understand	<p><b>LO:</b> To understand how to use vocal skills to perform dialogue from a script <b>15 Minutes</b> <b>RedZone Rehearsal</b></p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>✓ Add your physical skills from last lesson to bring the character to life.</li> <li>✓ Add in your vocal skills you have worked on so far.</li> <li>✓ Block your scene effectively. You want your audience to see and hear your clearly.</li> </ul> <p><b>CHALLENGE:</b> Think about your physical skills to show your characters feelings</p> <p><b>GSPEED</b> Gesture Stance Posture Eye Contact Expression</p> <p><b>DEPART</b> Diction Emphasis Pitch Accent Rhythm Tone</p>
<b>Lesson 4 Week 4</b> <b>To be able to block a scene effectively</b>	<b><i>Off-text improvisation, background personality, structure</i></b>	Introduce students to the blocking a scene to make it interesting to an audience	Blocking Stage positions/directions	<b>Understand and demonstrate stage directions</b> Plan my stage directions using tableaux Carry out a speed walkthrough of my scene Block a scene set in Willy Wonka's factory	<b>What does blocking a scene mean and why is it important in drama?</b> A. Standing still in one place for the whole performance B. Speaking all your lines as quickly as possible C. Planning and arranging actors' movements on stage to tell the story clearly D. Ignoring stage directions and	<p><b>LO:</b> To understand how to use vocal skills to perform dialogue from a script <b>15 Minutes</b> <b>RedZone Rehearsal</b></p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>✓ Add your physical skills from last lesson to bring the character to life.</li> <li>✓ Add in your vocal skills you have worked on so far.</li> <li>✓ Block your scene effectively. You want your audience to see and hear your clearly.</li> </ul> <p><b>CHALLENGE:</b> Think about your physical skills to show your characters feelings</p> <p><b>GSPEED</b> Gesture Stance Posture Eye Contact Expression</p> <p><b>DEPART</b> Diction Emphasis Pitch Accent Rhythm Tone</p>

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
					improvising every movement	
<b>Lesson 5 Week 5</b> <u>To be able to perform my scene using cross-cutting</u>	<b>Off text improvisation, cross cutting</b>	To introduce the students to different ways to tell the story – cross cutting	Off text improvisation Cross cutting DEPART	Plan where to place my off-text improvisation Apply an off-text improvisation to my scene through cross-cutting. Develop my performance skills through group rehearsals. Perform my scene with confidence.	<b>What is cross-cutting in drama?</b> A. Repeating the same action over and over B. Moving from one character or scene to another to show simultaneous action C. Cutting lines from the script to make the scene shorter D. Blocking actors so they never face each other	<p><b>LO:</b> Apply an off-text improvisation to my factory scene through cross-cutting.</p> <p><b>RZ Rehearsal for assessment</b> Rehearse the scene including your physical, vocal and stagecraft skills.</p> <p><b>Remember:</b> DEPART – Vocal GSPEED - Physical</p> <p><b>CHALLENGE:</b> Choose the moments to freeze carefully to add effect. For example, you might want to freeze your scene where something major is about to happen in your scene.</p> <p><b>PERFORMANCE SKILLS:</b> Gestures Stance Posture Eye contact Expression Dynamics Diction and projection Emphasis Pitch Accent Rhythm and tempo Tone</p>
<b>Lesson 6 Week 6</b> <b>Performance</b>	<b>Scene, rehearse, stage, physicality, vocality</b>	Students to use the storytelling skills they have gained to tell CACF scene	Rehearse and perform my scenes in a set structure	Apply an off-text improvisation to my factory scene through cross-cutting. Develop my performance skills through group rehearsals. Perform my scene with confidence.	<b>How can off-text improvisation help with storytelling in drama?</b> A. By memorising lines exactly as written B. By ignoring the character's emotions C. By sticking strictly to the script without change D. By exploring characters, relationships, and situations to deepen the story	<p><b>LO:</b> Apply an off-text improvisation to my factory scene through cross-cutting.</p> <p><b>YOU Do</b> Work with your group to rehearse your 'Charlie and the Chocolate Factory' scene.</p> <ul style="list-style-type: none"> <li>Include:           <ul style="list-style-type: none"> <li>The main 'interviewing the winners' script</li> <li>Your group's flashback scene</li> <li>Thought-tracking</li> </ul> </li> <li><b>REMEMBER YOU ARE BEING ASSESSED ON YOUR ACTING SKILLS – NOT YOUR READING SKILLS!</b></li> </ul> <p><b>CHALLENGE:</b> Choose the moments to freeze carefully to add effect. For example, you might want to freeze your factory scene where Augustus is about to fall in the chocolate river to create suspense.</p> <p><b>PERFORMANCE SKILLS:</b> Gestures Stance Posture Eye contact Expression Dynamics Diction and projection Emphasis Pitch Accent Rhythm and tempo Tone</p>

