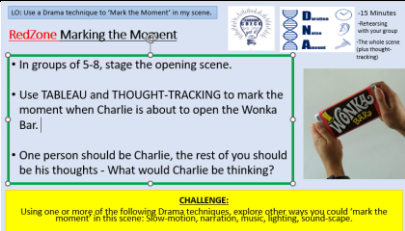

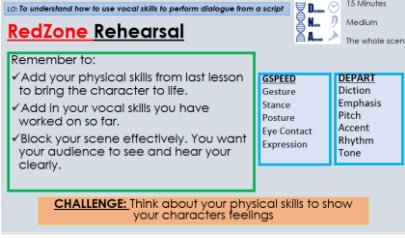
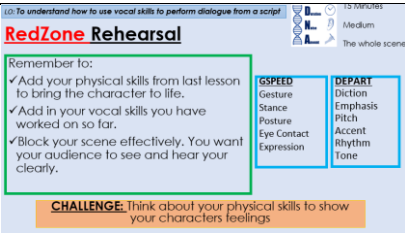
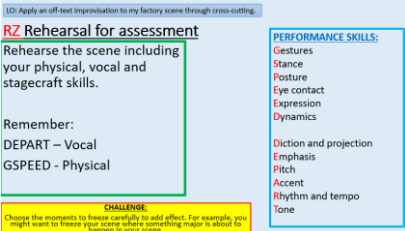


Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 1 Week 1 To understand how to 'mark the moment' in a performance.	Scene, rehearse, stage, DEPART	To introduce students to marking the moment	GSPEED DEPART Freeze Frame	Use thought-tracking to explore Charlie's thoughts. Use a Drama technique to 'Mark the Moment' in my scene.	How do you mark a moment in drama? 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>UD: Use a Drama technique to 'Mark the Moment' in my scene.</p> <p>RedZone Marking the Moment</p> <ul style="list-style-type: none"> 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? <p>CHALLENGE: Using one or more of the following Drama techniques, explore other ways you could 'mark the moment' in this scene. Show motion, narration, music, lighting, soundscapes.</p>
Lesson 2 Week 2 To use a script and be able to use GSPEED and DPART at the same time	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.	How can vocal skills communicate a character in drama? 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>UD: Use vocal skills in a rehearsal of a scripted scene.</p> <p>RedZone Characterisation task</p> <p>Apply your physical and vocal skills you have worked on to your script.</p> <p>Vocal Skills (DEPART)</p> <ul style="list-style-type: none"> Diction & Projection Emphasis & Volume Pitch Accent Rhythm & Tempo Speed <p>Physical Skills (GSPEED)</p> <ul style="list-style-type: none"> Gestures Stance Posture & Body Language Expressions Eye Contact Dynamics <p>CHALLENGE: 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
Lesson 3 Week 3 To be able to perform dialogue from a script using emphasis and rhythm.	<i>diction, emphasis, pitch, accent, rhythm, tone</i>	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	Why are emphasis and rhythm important to a character in drama? 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	
Lesson 4 Week 4 To be able to block a scene effectively	<i>Off-text improvisation, background personality, structure</i>	Introduce students to the blocking a scene to make it interesting to an audience	Blocking Stage positions/directions	Understand and demonstrate stage directions Plan my stage directions using tableaux Carry out a speed walkthrough of my scene Block a scene set in Willy Wonka's factory	What does blocking a scene mean and why is it important in drama? 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	

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
					improvising every movement	
Lesson 5 Week 5 <u>To be able to perform my scene using cross-cutting</u>	Off text improvisation, cross cutting	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.	What is cross-cutting in drama? 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	
Lesson 6 Week 6 Performance	Scene, rehearse, stage, physicality, vocality	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.	How can off-text improvisation help with storytelling in drama? 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	