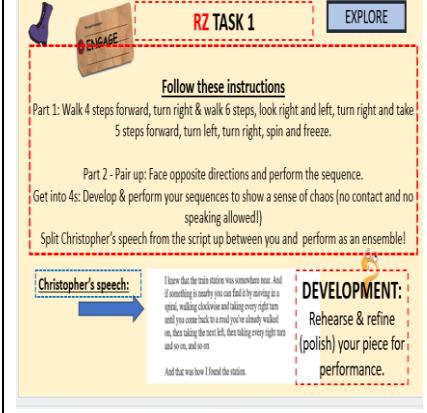


Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 1 To be able to use physical theatre skills and techniques to express a narrative.	Physical theatre, movement & gesture	To be able to use physical theatre skills and techniques to express a narrative.	Do now – physical theatre	<p>Demonstrated some understanding of performance style &amp; key features.</p> <p>Watched a clip of the play, 'The Curious Incident of the Dog in the Night-Time' &amp; recognised key physical theatre elements and know how it contributes.</p> <p>Explored an extract of the playscript using the style of physical theatre</p>	<p><b>How can you use physical theatre skills to express a narrative in drama?</b></p> <ol style="list-style-type: none"> <li>By using body movements, gestures, and facial expressions to tell the story without relying on words</li> <li>By standing still and letting dialogue carry the entire narrative</li> <li>By speaking as quickly as possible to cover the story</li> <li>By only using props and ignoring physical movement</li> </ol>	<p><b>RZ(OPTION 1) TASK</b> <b>Policeman &amp; Christopher mime the following:</b></p> <ol style="list-style-type: none"> <li>1. Policeman questioning Christopher</li> <li>2. Christopher on the floor groaning</li> <li>3. Policeman trying to lift Christopher up</li> <li>4. Christopher getting angry/assaulting the policeman</li> <li>5. Christopher in police car (under arrest).</li> </ol> <p><b>Narrators x2 take turns at speaking each line to match the movement:</b></p> <ol style="list-style-type: none"> <li>1. Would you like to tell me what's going on here, young man?</li> <li>2. Young man I'm going to have to tell you to stop making that noise and to stand up please calmly and quietly.</li> <li>3. Marvellous. Great. Just flipping –</li> <li>4. Christopher screams</li> <li>5. I am arresting you for assaulting a police officer.</li> </ol>
Week 2 To be able to work as an <b>ensemble</b> using physical theatre skills and techniques to tell a story	Physical theatre, movement & gesture, ensemble	To further develop our knowledge of physical theatre through exploration of the play 'A Curious Incident'	Recap Do Now	<p>Warmed up using physical skills &amp; an ensemble.</p> <p>Watched a clip of the play, ('The Curious Incident of the Dog in the Night-Time') &amp; recognised key physical theatre elements.</p> <p>Explored extracts of the playscript by working collaboratively and contributing ideas.</p>	<p><b>How do you incorporate ensemble into physical theatre?</b></p> <ol style="list-style-type: none"> <li>By having each actor perform separately without interacting</li> <li>By working together, coordinating movements, and responding to each other to create a unified performance</li> </ol>	<p><b>TODAY'S TASK (RZ OPTION 2)</b></p> <p><b>As an alternative to the script, explore using narration, mime/movement, staging &amp; an ensemble to present the following:</b></p> <p><b>Imagine you have lost something really important and you search all over the house to find it including the following rooms: The kitchen, the bathroom, the dining room, the bedroom. In groups, use your bodies to symbolise objects within each room. Include your own narration. Consider your frustration when you can't find what it is you have lost.</b></p>

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					C. By focusing only on individual lines and ignoring group dynamics D. By improvising randomly without listening to fellow performers	
Week 3 To develop physical skills & techniques when working with others.	Physical theatre, symbolism, movement & gesture, ensemble.	To introduce students to safe lifting and give them opportunities to use this to tell the story	Quiz	Watched a clip by the Physical Theatre Company, 'Frantic Assembly' based on lifting & learnt how to lift effectively. Worked collaboratively with my partner & group to explore contact movements and lifts. Considered where speech could be added & maybe explored fusing it with the movement.	<b>How do you introduce symbolism into physical theatre?</b> A. By copying another performance exactly B. By using abstract movements, gestures, and props to represent ideas or themes C. By ignoring the story and focusing on random actions D. By only speaking the dialogue without any physical expression	<p><b>RZone</b></p> <p>Fuse movement with speech, using a selected extract/text from the script - such as the Milky Way speech page 8 or edit some lines from page 24 when Chris talks about being an astronaut.</p> <p>Or - see next slide for an interpretation of the script. It is a creative exploration which explores Christopher's love of space but it mixes in the narrative of the story.</p>

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 4 To be able to use physical theatre skills & techniques to express emotions/an idea	Ensemble, physical theatre, symbolism, emotions.	To ensure that understanding of techniques is shown through rehearsal and effective peer assessment	Recap do now	Know why movement is used to express emotions. Have worked collaboratively with my group, contributing at least 1/2 ideas when exploring an extract from the script. Peer-assessed another performance and given them helpful feedback.	<b>Why is peer assessment important to a performer in drama?</b> A. It allows performers to ignore feedback and continue their own way B. It is only useful for grading purposes C. It replaces the need for self-reflection entirely D. It provides constructive feedback, helps improve performance, and offers new perspectives	 <p><b>RZ TASK 1</b></p> <p>Follow these instructions</p> <p>Part 1: Walk 4 steps forward, turn right &amp; walk 6 steps, look right and left, turn right and take 5 steps forward, turn left, turn right, spin and freeze.</p> <p>Part 2 - Pair up: Face opposite directions and perform the sequence. Get into 4s: Develop &amp; perform your sequences to show a sense of chaos (no contact and no speaking allowed!)</p> <p>Split Christopher's speech from the script up between you and perform as an ensemble!</p> <p><b>Christopher's speech:</b></p> <p>I know that the train station was somewhere near. And if something's in trouble you can fix by moving it in a spiral, walking clockwise and taking every right turn until you come back to a round you've already walked on, then taking the next left, then taking every right turn and so on, and so on.</p> <p>And that's how I found the station.</p> <p><b>DEVELOPMENT:</b> Rehearse &amp; refine (polish) your piece for performance.</p>
Week 5 To develop & perform a physical theatre style scene for assessment.	Symbolism, movement & gesture, role, ensemble, memorisation.	To allow the students to explore the piece and learn lines in readiness for the assessment performance	Red chat	Developed and <b>rehearsed</b> a piece for performance. Peer assessed another group and given helpful feedback.	<b>How can you develop a piece through rehearsal in drama?</b> A. By performing it once and never making changes B. By ignoring feedback and sticking strictly to the first idea C. By experimenting with movement, dialogue, and character choices to refine the performance D. By memorising lines	<p><b>RZ REHEARSE</b></p> <ul style="list-style-type: none"> <li>Pick one of the scenes we have explored.</li> <li>You will have this lesson to rehearse ready for assessment next week.</li> <li>You need to be in groups of 3-5.</li> </ul>

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
					without exploring emotions or actions	
Week 6 To perform my scene demonstrating the skills I have learned this half term	Rehearse Perform Feedback	To rehearse the scene and perform to an audience	Do now	Demonstrate being able to rehearse for a performance using blocking, levels, GPEED, BEPLACES and DEPART  Perform	<b>Why is an audience important to a performance in drama?</b> A. They are not important; the performance is the same without them B. They can replace the need for rehearsals C. They provide feedback and energy that can influence the performers D. They are only there to count the mistakes	Perform and give feedback to peers which is critical but also constructive.