



Subject: Drama	Year Group: 7	Unit: Pantomime
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Unit objectives:

Students will continue to develop their understanding of the key principles of collaborative working in Drama. They will also begin to develop understanding of key drama terminology, mediums and elements to enable them to approach practical drama tasks knowledge and awareness of success criteria. They will develop knowledge and understanding of the genre of Pantomime and be able to recognise and understand the key principles and ingredients of a successful Pantomime performance. They will continue to develop their ability to work successfully as collaborative group workers, homing in on their skills as both performers and directors through a variety of practical tasks.

Context for study:

Students have previously undertaken the 'Introduction to Drama' Scheme of work which introduced them to the basic principles of characterisation, basic drama terminology relating to character, space and staging. They have experienced working collaboratively with others in a practical setting, working as both leaders and team members on practical performance work, as well as taking on the role of directors in key moments. They have developed their understanding of trust through a series of exercises and have performed work back in front of peers. Throughout the first half term they were also asked to offer advice and feedback through peer evaluation. This unit will allow them to further develop and apply the skills learned in the Introduction to drama SOW. Some of the skills learned in this unit are repeated from the previous scheme for the purpose of revision/repetition.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- To know the term **GENRE** and be able to offer at least 3 examples of different drama genres when questioned
- To know the term **PANTOMIME** and understand that Panto is a genre.
- To know the names of the different **STOCK CHARACTERS** involved in pantomime and be able to describe their roles; Hero, Heroine/Damsel/Princess, Dame, Comedy character, villain
- To know the term **CHARACTERISATION** and to be able to apply characterisation skills in performance
- To know the character traits of the villain stock character
- To know the character traits of the Hero stock character
- To know the character traits of the Heroine stock character
- To know the character traits of the comedy character stock character
- To know the character traits of the Dame stock character
- To know the character traits of the villain stock character
- To know that the **STOCK CHARACTERS** explored can be represented through the use of **CHARACTERISATION** skills
- To know the meaning of **STILL IMAGE**
- To know the 5 ingredients that make up a successful still image
- To know the term **FACIAL EXPRESSIONS** and be able to apply facial expressions to a role when working in **CHARACTER**
- To know the term **BODY LANGUAGE** and to be able to apply body language to a role when working in character
- To know the term **PROXEMICS** and understand how **LEVELS**, and use of **SPACE** can impact the communication of meaning in a scene and impact audience **SIGHT LINES**

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- To know the importance of using **FREEZE** effectively when working with **STILL IMAGE**
- To understand the terms **BODY PROPPING** and **PHYSICAL THEATRE** and to be able to apply these skills within a **STILL IMAGE**
- To know the key **CONVENTIONS** of a **PANTOMIME**
- To know the term **EXAGGERATION** and be able to apply this to their practical performance work
- To know the meaning of **AUDIENCE PARTICIPATION** and understand how this links to the pantomime **GENRE**
- To know how **LEADING BODY PARTS** can be used to inform/develop the characterisation of roles
- To know how to **STRUCTURE** a piece of performance to include a beginning, middle and end
- To know the conventions of the Panto Comedy Cake
- To know the meaning of **AUDIENCE PARTICIPATION** and **ASIDE** and to be able to include this within performance work
- To know the role that **SONG** has to play within Panto
- To know the importance of the use of **LIGHTING, SET, SOUND, COSTUME** and **MAKE-UP** in relation to the communication of meaning within pantomime
- To know the term **SCENE** and to be able to split a story into different scenes
- To know how **PEER EVALAUTION** can be used to effectively comment upon the work of others to enable them to develop and improve upon their performance work
- To know the term **NARRATION** and to be able to include this technique withing performance work
- To know the role of a **DIRECTOR** in the making and realisation of a pantomime performance
- To know how to effectively take on a directorial role within group work
- To know how **VOICE** can be used to effectively communicate meaning using the terms **PITCH, PACE, VOUME, DICTION, TONE** and **ACCENT** when speaking about an actors use of voice.
- To know the term **PROPS** and to be able to include some props within a short group performance
- To understand the term **SET** and to consider how to use set to communicate meaning and atmosphere within **SCENES**

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

There are often misconceptions between the different genres of performance, particularly in relation to MUSICAL THEATRE vs PANTOMIME. These misconceptions will be clarified in the first lesson.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Practical work and performance will reflect the knowledge and learning gains made so far with the different mediums/elements appearing present in student's drama work.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Teacher taught vocabulary will be regularly tested through teacher led differentiated Q&A sessions allowing take up time before asking students what they can recall from previous lessons

Group work develops students use of oracy, encouraging speaking and listening skills

Peer evaluation assessment opportunities creates opportunities for students to use subject specific vocabulary whilst using speaking and listening/oracy skills

Students are encouraged to use subject specific vocabulary in response to teacher questioning throughout lessons

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<p>Students will be heard regularly using subject specific vocabulary as they discuss both their own performance work and the work of their peers.</p> <p>Students will be able to answer mini-quiz questions at the start of each lesson to assess learning gains made</p> <p>Teacher to assess how successfully students are taking on and acting upon developmental feedback given – students should show that they have developed and refined work in light of teacher feedback.</p> <p>First formal assessment to take place in the final lesson when students perform their devised pantomime scenes in front of the teacher and class. Teacher feedback to be given following this formal assessment</p>	<p>PowerPoint used throughout lessons as visual literacy aid encouraging reading skills.</p>
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