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|  **Subject: Drama - Year 7 Medium Term Plan/SOW** | **The Academy of St Francis of Assisi** |
| **UNIT 2** | **Title : Pantomime** | **Number of lessons in sequence** | **7** |
| **Overarching Curricular Goals (Aims)** (What do you intend students know about and be able to do by the end of the topic, or scheme of learning. Critical knowledge needed to inform later learning and wider contexts.) | **By the end of this unit students will learn:**  * To extend existing understanding of a famous historical dramatic genre.
* To explore the features, history and conventions of Pantomime
* To develop understanding of skills and techniques needed to create a performance.
* To continue working on skills in Drama such as characterisation, performance discipline, cooperation, body language, movement, gesture, vocal technique, facial expressions, audience awareness.
* To use a script as a basis for performance
 | **Links to National Curriculum****Links to & building upon prior learningIncluding KS2 if Yr7** | * *Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.*
* *Drama and role-play can contribute to the quality of pupils’ writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.*
* *In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.*
* *Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.*
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| **Outcomes/****Success Criteria** | **Knowledge** Learners will: Learn about the origins of panto; gain an insight into some of the most popular panto conventions; understand the role of fairy tales in modern culture; understand the role of the stock characters in panto; make links between the role of the panto chorus and the Greek chorus in Drama**Skills:** Learners will: Differentiate between physical and vocal skills and techniques; practise and refine direct address techniques; practise exaggerated movement; employ teamwork and collaborative skills to create drama; maintain self-discipline and focus throughout; learn lines of dialogue and perform to their peers |
| **2/3 tier vocabulary.** | **Differentiation/Scaffolding/Support.** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** |
| Blocking, character, chorus, context, convention, dialogue, dramatic effect, dramatic intention, stock characters, gesture, given, narrative, plot, role, scene, tableau, technique, pantomime; performance; focus; discipline**Oracy:**  Opportunities in every lesson to embed subject-specific vocabulary and to improve level of students’ oracy and listening skills Year 7 KOPantomime KO | **Knowledge Support:** Research for HW and in-lesson will further strengthen knowledgeLow-stakes quizzes on dramatic conventions/ characters/ storylines**Reading support**:Teacher to read all slides clearly, providing translations if necessary for EAL studentsStudents will repeat difficult words – low-stakes vocab testsScripts will be read together before students split into groups to ensure understanding**Skills support:** Creative controllers to help with directing groups; Sentence starters given for feedback prompts in lesson and on KO;Teacher on hand to steer groups in the right direction. | More able to act as creative controllers during practical tasks – stepping out of piece and directing/ assessing quality;All students encouraged to storyboard a Panto, design an advertising poster and present their findings creatively for HW; More able to build on simple verbal responses, using skills of synthesis and evaluation. | [**V&A Museum – Pantomime Exhibition**](https://www.vam.ac.uk/articles/the-story-of-pantomime)[**The History of Pantomime**](http://www.stagebeauty.net/th-frames.html?http&&&www.stagebeauty.net/th-panto.html)[**Pantomime Timeline**](https://www.bencrockerpantomimes.com/helpful-stuff/the-history-of-pantomime)[**Pantomime Traditions**](https://sarahthorne-theatreclub.co.uk/2017/11/13/pantomime-traditions-a-british-institution/)**READING LIST:**Brandreth, Giles, **Discovering Pantomime,** Aylesbury, Shire Publications, 1973Davies, Gill, **Staging a Pantomime,** London, A & C Black, 1995Lathan, Peter, **It's Behind You!: The Story of Panto,** London: New Holland, 2004Mander, Raymond, and Mitchenson, Joe, **Pantomime: A Story in Pictures,** London Peter Davies, 1973Mayer, David, **Harlequin in His Element: The English pantomime 1806-1836** Cambridge, Massachusetts, Harvard University Press, 1969O'Gorman, Brian, **Laughter in the Roar: Reminiscences of Variety and Pantomime,** Weybridge, B. O'Gorman, 1998Pickering, David**, Encyclopedia of Pantomime,** Andover, Gale Research International Ltd, 1993Robbins, Norman, **Slapstick & Sausages,** Tiverton, Trapdoor Publications, 2002Salberg, Derek, **Once Upon a Pantomime,** Luton, Cortney Publications, 1981 |

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| **Unit Title** | **Sequence of learning Lesson title, theme, big question.** |  **Key concepts/outcomes/knowledge and skills.** **(Could also add lesson vocab here)** | **Assessment/ including specific content/ knowledge/skills tested.** **Green=assess/Blue=improve**  | **HWK. Add** **Hyperlink****To be in books clearly marked** | **Furthering Cultural Capital.****&****Opportunities for reading** | **Recall of prior or future topics –**  | **Lesson resources including or hyperlink to supporting websites/resources/books/texts & individual lessons.** **5xT+L essentials to be included in individual lessons,** |
|  1 | An introduction to Pantomime | Warm-ups focus on movement and making meaning through NVCEtymology of the term ‘pantomime’ (link to Greek Theatre)Introduction to the main features/ stories/ characters in Panto, followed by quiz.  | Whole class - speed charades; in pairs, take turns directing and acting simple rituals.Class discussionStorylines/ Fairytales/ Characters/ Conventions – Quick retention quiz – what can you remember? Pairs direct each other ‘A Typical School Day’ – must play at least 3 diff characters – link to original idea of pantomime.Peer and teacher feedback. | Create a poster for a Pantomime!  | Researching pantomime history [**The History of Pantomime**](http://www.stagebeauty.net/th-frames.html?http&&&www.stagebeauty.net/th-panto.html) | Y7 Greek Theatre – Ritual | [**Lesson 1**](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CPerforming%20Arts%5CPerforming%20Arts%5C2020%20-%202021%5CYear%207%5C1b%20%20Pantomime%5CPantomime%5CPantomime%20full.pptx) |
|  2 | Pantomime – Two Sides To Every Story | Where do pantos come from? What kind of stories do we see?Discuss role of folk tales in society/ history/ different culturesDoes good always triumph over evil? Why?Debate, using traditional fairy tale characters – Defence and Prosecution | Whole Class – Knights & Queens elimination gameRecap on previous lesson – quick-fire quizPairs act as lawyers – write speeches.Recreate courtroom scene – jury (audience) decide.Peer and teacher feedback. |  | Using debating as a tool to build confidence and improve quality of verbal technique | KS4: Devising from a stimulus | [Lesson 2](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CPerforming%20Arts%5CPerforming%20Arts%5C2020%20-%202021%5CYear%207%5C1b%20%20Pantomime%5CPantomime%5CPantomime%20full.pptx) |
|  3 | Pantomime – A Story in 5 Tableaux | How can we explore the theatre conventions we have identified practically?(If remote learning, students can storyboard the main points of the story, and create scenes using toys, etc which they can film) | Physical & Vocal Warm UpStudents identify conventions & famous pantomimes on flip chart.In groups, students should write ONE of the stories on the board down in 5 bullet points. They need to include main characters, events and locations. 5 Tableaux, each depicting a moment from their story. EXT: Add a caption to each tableauPeer and teacher feedback | Storyboard |  | Tableaux (Unit 1 – Greek Theatre)Choral Speech | [Lesson 3](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CPerforming%20Arts%5CPerforming%20Arts%5C2020%20-%202021%5CYear%207%5C1b%20%20Pantomime%5CPantomime%5CPantomime%20full.pptx) |
|  4 | Introducing the script: Meet The Three Bears | Read script extract together as a classWhat features/ conventions can we identify? Traditional story of the Three Bears script – written in rhymeIdentify conventionsGroups rehearseSpotlightImprove and perform[Teacher may decide to regroup at this point, depending on level of progress] | Physical & Vocal Warm UpClass reading – identifying conventions, annotating script.Groups brainstorm & complete prep sheet.Groups of 4 practise (10 mins)Spotlight some groups – elicit strengths and weaknesses – peer feedbackContinue, and improveShare – Peer and Teacher Feedback |  |  | KS4: Working with scripts | [Lesson 4](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CPerforming%20Arts%5CPerforming%20Arts%5C2020%20-%202021%5CYear%207%5C1b%20%20Pantomime%5CPantomime%5CPantomime%20full.pptx)Group Prep SheetStudent Booklet(Video record each group) |
| 5 | Developing Characters: Cinderella | Groups (of 3) read script extract *[If group of 4, one should act as director/ understudy/ incorporate new character]*Discuss characterisation – what does it mean? How do we do it? Students create a frozen image for their character, and a line of dialogue (thought-tracking) which explains what they are thinking/ feeling.Return to this stance/ posture, if in doubt!Rehearse – Spotlight – Feedback – Improve - Perform | Physical and vocal warm-upGroups read through script extract in work books. Discuss characters, identify which stock character they are and anything we need to convey to the audience about them using facial expression, body language, vocal technique. Rehearse – Spotlight – Feedback – Improve - Perform | Learn lines for assessment next lesson |  | Stock Characters (Melodrama – Year 8)Y9 -KS4: Brecht’s ‘Gestus’ | [Lesson 5](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CPerforming%20Arts%5CPerforming%20Arts%5C2020%20-%202021%5CYear%207%5C1b%20%20Pantomime%5CPantomime%5CPantomime%20full.pptx)Group Prep SheetStudent Booklet |
|  6 | Assessment/ Performance | Share success criteria with group on PPTGroups take some time to rehearse/ polish their piecesAs each group performs, students are allocated another student to observe and peer-assess in workbook | Physical and Vocal warm-upGroups rehearse (10 mins)Groups perform – audience peer-assesses  |  |  |  | [Lesson 6](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CPerforming%20Arts%5CPerforming%20Arts%5C2020%20-%202021%5CYear%207%5C1b%20%20Pantomime%5CPantomime%5CPantomime%20full.pptx)[Group Prep Sheet](file:///T%3A%5CPerforming%20Arts%5CPerforming%20Arts%5C2020%20-%202021%5CYear%207%5C1b%20%20Pantomime%5CPantomime%5Cprep%20sheet%20y7.docx)Student BookletVideo Recorder |
| 7 | Self Assessment | Recap on success criteriaTeacher gives class feedback – overall strengths and weaknesses. (PPT)Self-assessment & teacher comment (Use KOs for subject-specific vocabulary and sentence starters) | Groups watch back performances, and discuss strengths and weaknesses.Students complete self-assessment in workbook, using KO and teacher PPT.  |  |  |  | [Lesson 7](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CPerforming%20Arts%5CPerforming%20Arts%5C2020%20-%202021%5CYear%207%5C1b%20%20Pantomime%5CPantomime%5CPantomime%20full.pptx)[Group Prep Sheet](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CPerforming%20Arts%5CPerforming%20Arts%5C2020%20-%202021%5CYear%207%5C1b%20%20Pantomime%5CPantomime%5Cprep%20sheet%20y7.docx)[Student Booklet](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CPerforming%20Arts%5CPerforming%20Arts%5C2020%20-%202021%5CYear%207%5C1b%20%20Pantomime%5CPantomime%20Log%20Book.docx)KO |
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