|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Drama - Year 8 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 2** | **Title : Mime & Silent Movies** | | | | | **Number of lessons in sequence** | **6** |
| **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 how to use mime skills in Drama. * use these key skills to develop a successful performance. * study how mime was used as a convention within silent movies (Theatre history) | | **Links to National Curriculum**  **Links to & building upon prior learning Including 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.* * *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.* | | |
| **Outcomes/**  **Success Criteria** | | **Knowledge: Learners will:**   * Gain an insight into the history of mime as a theatrical style * Learn about Marceau, Lecoq, Buster Keaton, Chaplin * Understand the influence of mime on contemporary performers     **Skills: Learners will:**   * Utilise exaggerated physical acting styles to convey character and plot * Develop physical performance skills such as proxemics, blocking and stylised movement * Reinforce existing skills around giving feedback and setting targets for performance | |
| **2/3 tier vocabulary.** | | **Differentiation/Scaffolding/Support.** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| Mime, physical theatre, facial expressions, convey, accuracy, gestures, movement  **Oracy:**  Students will give verbal feedback in every lesson  Opportunities for paired discussions, leading to whole group work.  KO | | **Knowledge Support:** Knowledge organisers and booklets will support learners to use the relevant vocabulary when describing their work and that of others; comparisons to modern texts and characters to make it relevant. Research for HW and in-lesson will further strengthen knowledge. Low-stakes quizzes on content and dramatic conventions  **Reading support**: Teacher will read through each scenario, character description and script with students to ensure understanding; scripts will be differentiated, depending on ability of group. Teacher to read all slides clearly, providing translations if necessary for EAL students. Students will repeat difficult words – low-stakes vocab tests  **Skills support:** More able will take on more challenging roles; less able will learn from more able how to convey character; teacher-in-role, where necessary to model characterisation. Creative controllers to help with directing groups; Sentence starters given for feedback prompts in lesson and on KO. | More able will take on more challenging roles, and act as creative controllers, stepping out of rehearsal to feedback strengths and weaknesses  Scripts differentiated to ensure stretch and challenge for more able.  **Scholarship:**  <https://www.amazon.co.uk/Mime-Book-Umbrella/dp/0916260550> | **Top 10 Silent Movies :** [**https://www.theguardian.com/film/filmblog/2013/nov/22/top-10-silent-movies-films**](https://www.theguardian.com/film/filmblog/2013/nov/22/top-10-silent-movies-films)  **A Beginner’s Guide To Silent Cinema:** [**https://www.youtube.com/watch?v=0rqsqYaEFaE**](https://www.youtube.com/watch?v=0rqsqYaEFaE)  **Silent Film Facts for Kids:** [**https://kids.kiddle.co/Silent\_film**](https://kids.kiddle.co/Silent_film)  **Chaplin Official Website:** [**https://www.charliechaplin.com/**](https://www.charliechaplin.com/)  **Laurel and Hardy Website:** [**http://www.laurel-and-hardy.com/**](http://www.laurel-and-hardy.com/)  **Keaton Official Website:** [**https://www.busterkeaton.org/**](https://www.busterkeaton.org/)  **History of Mime:** [**https://www.theatreinparis.com/blog/a-history-of-mime-the-most-oh-so-french-of-art-forms**](https://www.theatreinparis.com/blog/a-history-of-mime-the-most-oh-so-french-of-art-forms) | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | What is Mime? | Marcel Marceau & Electric Cabaret Youtube clips to introduce genre  Rules of Mime  Pairs use NVC to give directions  Groups of 3 – ‘The Removal Men’  Students using knowledge of genre to create short, humorous scenes. | Think – Pair – Share. Students come up with a definition in pairs.  Teacher elicits what they think the ‘rules of mime’ are, then show slide.  Pairs use NVC to give directions. Discuss how achieved.  In 3s, develop longer scene. Discuss potential problems.  Share – Discuss – Evaluate WWW and EBI | Watch youtube clips of famous mime performances |  | KS4: Physical Theatre |  |
| 2 | The Mime Challenge | Physical Warm Up  Recapping on previous lesson  Pairs utilise skills to mime objects  Whole Class mime environment  Miming characters  Miming Emotions  Introducing Jacques Lecoq and the Neutral State  Students use rules of mime to focus on successful physicalisation | Warm-up facial muscles – discuss importance of this for mime  Quick fire quiz on ‘rules of mime’  Pairs implement ‘rules’ for ‘What’s in the Box?’  Spotlight some, evaluate.  Whole class mime range of environments. Spotlight, improve. (SFX?)  Find a space, mime a range of characters – spotlight, evaluate  Emotions – spotlight, evaluate  Recap environments  Neutral State – Environments, start from neutral and build up.  Discuss progress |  |  |  |  |
| 3 | The Silent Movie | Introducing Silent Movie genre and performers  Practising Reactions  Choral/ Synchronised movement  Performing spontaneously to a narrative stimulus  Use of tableaux to convey character  Groups devise silent scene based on stimulus  Students using skills/ characters from previous unit, combined with music and mime to create scenes. | Warm Up – Pairs mime giving and receiving gifts.  PPT of famous silent movie stars  Brainstorm film genres – Comedy, Horror, etc. Groups of 5 mime ‘The Cinema Audience’ – One group performs, peers feedback WWW/ EBI  ‘The Poor Wretch’ solo mime, as teacher reads the story aloud.  Whole Class Stock Character Tableaux – Watch video - Discuss  Groups of 3/4 perform with new ending  Share – Evaluate – WWW/ EBI | Watch some youtube clips of a modern silent movie type perfomer (e.g. Mr Bean, Jim Carrey, Lee Evans)  Identify what the similarities are. |  | Y7: Greek Theatre – Choral/ Ensemble work  Y8: Melodrama  KS4: Brecht’s Epic Theatre Placards & Gestus | Video record |
| 4 | The Silent Movie #2 | Consolidating and reviewing content so far  Recapping on narrative from previous lesson.  Introduce use of placards to elaborate on plot and character  Groups will now include placards in their previous performances  Students will be using placards to enhance, polish and sharing the performance with their peers. | Groups from previous lesson: Quickfire quiz on what we have learnt so far (Teams must agree on answers)  Discuss placards – show video  Groups create 5 placards to accompany scene from previous lesson  Share, evaluate. |  |  | Y8: Melodrama  KS4: Brecht’s Epic Theatre Placards & Gestus | Video-record |
| **5** | The Great Escape | Learning The Rules of The Chase  Pairs/ One pair demonstrates  Recap on Charlie Chaplin  Introduce Keaton’s ‘Great Train Escape’  Groups of 3 prepare for assessment, using narrative arc and silent movie conventions learnt so far  Students will be developing slapstick comedy skills, and consolidating skills and conventions already explored in the unit | Teacher shows Rules of The Chase  Students watch clips and identify conventions  Pairs create a short chase scene (if space allows)  Alternatively, choose students to demonstrate, while audience advises on technique/ improvements.  Watch train clip – students comment on structure/ narrative arc  Groups of 3 begin rehearsing for next lesson’s assessment.  Spotlight good work, teacher and peer-assess. |  |  |  |  |
| **6** | The Great Escape Assessment Performance | Rules of audience reintroduced  Groups have 5 minutes quick rehearsal  All performances videoed for files/ AP2 data | Students rehearse  Students perform  If time allows, self-evaluation sheets. |  |  |  |  |