**Year: 7**

**Term: 2**

**Project: Panto**

Project Aim:

This SOW will introduce pupils to:

* Pantomime
* Stock Characters
* Routines and gags
* Audience participation
* The importance of team work.
* Use of exaggerated facial expressions.
* Devising.

Lesson Objective & Assessment Opportunity

* There is a specific Lesson Objective for each lesson.
* There should be a Baseline Assessment in the first few weeks of the Project & one further Formal Assessment Opportunity of the pupil’s performance.

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| **Lesson Overview** |
| **Lesson 1 – Use PowerPoint Term 2 Panto Lesson 1**  **Learning Objective:**   * To investigate what ‘stock character’ is.   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement |
| **Lesson 2 - Use PowerPoint Term 2 Panto Lesson 2**  **Learning Objective:**   * To investigate routines and gags.   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement |
| **Lesson 3 - Use PowerPoint Term 2 Panto Lesson 3**  **Learning Objective:**   * To create a scene from a pantomime.   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement |
| **Lesson 4 - Use PowerPoint Term 2 Panto Lesson 4**  **Learning Objective:**   * To investigate audience participation within a pantomime.   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement |
| **Lesson 5 - Use PowerPoint Term 2 Panto Lesson 5**  **Learning Objective:**   * To create and rehearse a scene from a pantomime.   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement |
| **Lesson 6 - Use PowerPoint Term 2 Panto Lesson 6**  **Learning Objective:**   * To assess scene performances.   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher assessment of final performance |
| **Lesson 7 - Use PowerPoint Term 2 Panto Lesson 7**  **Learning Objective:**   * To Self-Evaluate scene performances.   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher assessment of final performance |

**Success Criteria**

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| Level | Drama Strand | | |
| Creating | Performing | Reflecting |
| Entry | I can take part in a drama activity | I can participate in part of a group performance | I can identify positive and negative aspects within my work |
| 1 | I can take part in a range of drama activities  I can explore problems in an imagined world and make up plays from stories or other stimuli | I can participate in a short group performance  I show some consideration of movement and voice in performance | I can make simple connections between the dramas I experience and my own life  I can recognise when my own work and the work of others’, could be improved |
| 2 | I can perform my own simple scenes, demonstrating an understanding of drama techniques | I can use my voice and body to create a simple character  I can act out improvised dramas | I can talk about why I made certain decisions in my play  I can show a basic understanding of how meaning can be shown |
| 3 | I can establish a character with control over movement and voice  I can use the dialogue in existing texts as well as creating my own  I can devise plays from a range of stimuli  I can respond to the use of drama techniques to deepen the role or understanding of the situation e.g. hot seating  I can sustain a defined character for a reasonable amount of time | I can learn lines and organise simple performances | I can give suggestions on how work could be improved  I can talk about my work using some technical drama terminology  I can discuss and give reasons for my preferences in the drama I have seen |