**Year: 8**

**Term: 2**

**Project: Physical Theatre**

Project Aim:

This SOW will introduce pupils to:

* Physical theatre
* Skills needed to create physical theatre
* Telling a story through physical theatre
* Presenting characters
* Exaggerated characters

Lesson Objective & Assessment Opportunity

* There is a specific Lesson Objective for each lesson.
* There should be a Baseline Assessment at the start of the Project & one further Formal Assessment Opportunity.

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| **Lesson Overview** |
| **Lesson 1 – use Physical Theatre PowerPoint Lesson 1**  **Learning Objective:**   * To understand the skills needed to create effective physical theatre.   **Keywords:**  Physical theatre, body tension, control, strength, mime, focus, ensemble, trust.  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria**  **Step 3**   * I can sustain a role that I have created for some of the performance. * I am more comfortable being led by others in a group situation.   **Step 4**   * I can stay in role for good parts of my performance, occasionally struggling to keep focused. * I will make a reasonable contribution to my groups work, sharing some simple ideas.   **Step 5.**   * I can stay in role for most of the performance with few distractions. * I will make a positive contribution to a group, sharing ideas and showing some leadership.   **Step 6**   * I can consistently stay in role for the whole of the performance. * I contribute ideas very well to the group I’m in and am capable of showing good leadership skills. |
| **Lesson 2 – use Physical Theatre PowerPoint Lesson 2**  **Learning Objective:**   * To create images considering the use of pace, rhythm, movement and sound.   **Key Words:**  Physical theatre, sound effects  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria**  **Step 3**   * I can sustain a role that I have created for some of the performance. * I am more comfortable being led by others in a group situation.   **Step 4**   * I can stay in role for good parts of my performance, occasionally struggling to keep focused. * I will make a reasonable contribution to my groups work, sharing some simple ideas.   **Step 5.**   * I can stay in role for most of the performance with few distractions. * I will make a positive contribution to a group, sharing ideas and showing some leadership.   **Step 6**   * I can consistently stay in role for the whole of the performance. * I contribute ideas very well to the group I’m in and am capable of showing good leadership skills. |
| **Lesson 3 – use Physical Theatre PowerPoint Lesson 3**  **Learning Objective:**   * To be able to tell a story through the use of physical theatre   **Key Words:**  Physicalisation, atmosphere, sound effects  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria**  **Step 3**   * I can sustain a role that I have created for some of the performance. * I am more comfortable being led by others in a group situation.   **Step 4**   * I can stay in role for good parts of my performance, occasionally struggling to keep focused. * I will make a reasonable contribution to my groups work, sharing some simple ideas.   **Step 5.**   * I can stay in role for most of the performance with few distractions. * I will make a positive contribution to a group, sharing ideas and showing some leadership.   **Step 6**   * I can consistently stay in role for the whole of the performance. * I contribute ideas very well to the group I’m in and am capable of showing good leadership skills. |
| **Lesson 4 - use Physical Theatre PowerPoint Lesson 4**  **Learning Objective:**   * To understand how to present characters using the style of physical theatre.   **Key Words:**  Physicalisation, non-naturalism, characterisation, 3 dimensional  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria**  **Step 3**   * I can sustain a role that I have created for some of the performance. * I am more comfortable being led by others in a group situation.   **Step 4**   * I can stay in role for good parts of my performance, occasionally struggling to keep focused. * I will make a reasonable contribution to my groups work, sharing some simple ideas.   **Step 5.**   * I can stay in role for most of the performance with few distractions. * I will make a positive contribution to a group, sharing ideas and showing some leadership.   **Step 6**   * I can consistently stay in role for the whole of the performance. * I contribute ideas very well to the group I’m in and am capable of showing good leadership skills. |
| **Lesson 5 - use Physical Theatre PowerPoint Lesson 5**  **Learning Objective:**   * To perform an extract of script using exaggerated characterisation.   **Keywords:**  Physicalisation, characterisation, exaggeration  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria**  **Step 3**   * I can sustain a role that I have created for some of the performance. * I am more comfortable being led by others in a group situation.   **Step 4**   * I can stay in role for good parts of my performance, occasionally struggling to keep focused. * I will make a reasonable contribution to my groups work, sharing some simple ideas.   **Step 5.**   * I can stay in role for most of the performance with few distractions. * I will make a positive contribution to a group, sharing ideas and showing some leadership.   **Step 6**   * I can consistently stay in role for the whole of the performance. * I contribute ideas very well to the group I’m in and am capable of showing good leadership skills. |
| **Lesson 6 - use Physical Theatre PowerPoint Lesson 6**  **Learning Objective:**   * To create a performance piece using all of the skills learned previously   **Keywords:**  Physicalisation, characterisation, exaggeration, non-naturalism  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher assessment of final performance   **Assessment Criteria**  **Step 3**   * I can sustain a role that I have created for some of the performance. * I am more comfortable being led by others in a group situation.   **Step 4**   * I can stay in role for good parts of my performance, occasionally struggling to keep focused. * I will make a reasonable contribution to my groups work, sharing some simple ideas.   **Step 5.**   * I can stay in role for most of the performance with few distractions. * I will make a positive contribution to a group, sharing ideas and showing some leadership.   **Step 6**   * I can consistently stay in role for the whole of the performance. * I contribute ideas very well to the group I’m in and am capable of showing good leadership skills. |
| **Lesson 7 - use Physical Theatre PowerPoint Lesson 7**  **Learning Objective:**   * To evaluate your progress and use of physical theatre techniques   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher assessment of final performance   **Assessment Criteria**  **Step 3**   * I can sustain a role that I have created for some of the performance. * I am more comfortable being led by others in a group situation.   **Step 4**   * I can stay in role for good parts of my performance, occasionally struggling to keep focused. * I will make a reasonable contribution to my groups work, sharing some simple ideas.   **Step 5.**   * I can stay in role for most of the performance with few distractions. * I will make a positive contribution to a group, sharing ideas and showing some leadership.   **Step 6**   * I can consistently stay in role for the whole of the performance. * I contribute ideas very well to the group I’m in and am capable of showing good leadership skills. |