

# Teaching and Learning Content: Performing Arts (Drama)

Year Group: 8

Spring Term – Half Term 2.2

## Topic – Physical Theatre

Throughout this topic students will be introduced to important practitioners in physical theatre. This will build on previous learning of using physical theatre to create objects to prioritising use of body as a tool for storytelling. After exploring Jaques Lecoq, Trestle Masks, Complicité, and Frantic Assembly students will use the story of Alice in Wonderland as a stimulus to create their own work.

## Home Learning:

Students are expected to complete **one piece of Performing Arts home learning every half term**; this will be shared by the class teacher in lessons.

## Key Questions: (A list of key questions)

- Can you give examples of different **genres** in theatre?
- What is **physical theatre**?
- How can we use our bodies to communicate a story?
- What are **levels**? What impact do levels have on a scene?
- What is **tension**? How did you change your body to show the different level of tension?
- How many types of **trestle masks** are there and what are the rules for using one?
- What is **round-by-through**? What is **hymn hands**? What are **chair duets**?
- What is **ensemble** work?
- What extracts from Alice in Wonderland will you use?
- What physical theatre techniques will you include in your performance?

## Students will: (Success Criteria)

- Be able to understand what is meant by the term physical theatre.
- Be able to create performances using the actors' body as the primary focus.
- Be able to articulate the rules of trestle masks and attempt to wear one in a performance.
- Be able to state what 3 techniques we have explored from Frantic Assembly
- Be able to create a non-naturalistic performance using extracts Alice in Wonderland.
- Be able to use bodies and voices imaginatively and creatively, placing more emphasis on physically showing the plot, rather than vocally.
- Be able to work as part of an ensemble.

## Diagnosis

### & Smith Proforma

- Retrieval activities in booklets throughout the scheme of work.
- Questioning (verbal).
- Completing Practical Activities.

## Therapy

- Dirt Task.
- Peer-to-peer support.
- Practical Demonstrations.

## Testing

- Students will use the line and characters of the witches to create a theatre of cruelty ritual.
- Students will also complete a peer assessment, using two stars and one wish to highlight positives and areas for improvement.
- Students will reflect on their work through a PETAL paragraph.