Year 8 DRAMA– Pantomime

<table>
<tr>
<td rowspan="2">Intent</td>
<td colspan="2">Wider Learning:
• Students will develop an understanding of the conventions in a Pantomime.

• Students will be able to analyse use of semiotics such as lighting, costume, and props in a Pantomime.</td>
<td>Prior learning:

Students have experimented with a range of drama techniques such mime, crosscutting, still image, physical theatre, as well as exploring genres.

Students are developing their confidence performing using characterisation skills.</td>
<td colspan="2">Key vocab:
1. Still Image
2. Canon
3. Physical theatre
4. Personification
5. Gait
6. NVC (Non Verbal Communication)
7. PPTVI
8. Mime
9. Improvisation
10. Stock Character
11. Role reversal
12. Audience interaction
13. Transitions
14. Slow motion
15. Soundscape
16. Breaking the fourth wall
17. Pantomime
18. Gait
19. Facial expressions
20. Gestures</td>
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<tr>
<td colspan="5">The big questions
1. What are the main conventions of a Pantomime?
2. Who are the stock characters in a Pantomime?
3. How can we develop characterisation?
4. What makes a successful mime?
5. What methods can we use to break the fourth wall?

6. What drama skills are included in NVC?
7. How can we successfully move between scenes?</td>
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Implement	Order of learning	Scaffold:
	Lesson 1 Still Image, Canon, Physical Theatre, Personification • Whole class watch a clip of Pantomime and discuss after – what are the conventions of Pantomime? Refer to stock characters within this too. • Students individually create a Still Image of each stock character, focussing on exaggeration of NVC • Students play Grid Lock as stock characters focussing on gait and NVC • In groups, students create an opening Still Image of their Pantomime 'Cinderella' using levels and NVC to communicate hierarchy. Students not in the opening to use Physical Theatre. • Students bring the Still Image to life using canon and introduce each stock character using PPTVI and NVC • Perform and feedback	Teacher to model drama techniques and skills being used both successfully and unsuccessfully. Students to identify differences.
	Lesson 2 Still Image and Mime • Class discussion on the history of Pantomime and Role Reversal • Students separate into genders and list as many stereotypical aspects of character for the opposite sex that they can in 1 min • Students share their ideas with the class and we discuss how this can be performed PPTVI & NVC • Students play Grid Lock as opposite gender focussing on gait and NVC. They add a line of dialogue using PPTVI • In groups, students perform as the opposite sex getting ready for a Saturday night out. Focus on characterisation of role reversal. Must use Mime and Still Image • Perform and feedback	Teacher to model characterisation methods Key terminology embedded into instruction as a scaffolding tool for peer / self-assessment later in the lesson and recap of prior knowledge.
	Lesson 3 Still Image, Mime, Physical Theatre, Personification and Improvisation • Class Discussion: recap conventions of Pantomime • Students are put into groups and develop the first scene of their pantomime using the Still Image from L1. • Students then use the devising structure to create scene 2 & 3. They must use physical theatre and personification in every scene. • Perform and feedback	Teacher to suggest ideas to aid creativity. Teacher to direct Careful grouping of mixed ability to support
	Lesson 4 Still Image, Mime, Physical Theatre, Personification and Improvisation • Class Discussion: recap conventions of Pantomime and scenes created so far (1-3) • Students continue to use the devising structure to create scene 4-6. They must continue to use all dramatic techniques discussed in each scene as well as pantomime conventions such as role reversal and audience interaction. • Students rehearse their entire pantomime from scene 1-6 and add transitions in between each scene using techniques such as slow motion and soundscape. • Perform and feedback	**Stretch:** Students personify their physical theatre objects effectively, using both dialogue/pptvi and NVC
	Lesson 5 Still Image, Mime, Physical Theatre, Personification, Improvisation, Slow Motion, Soundscape • Class Discussion: recap Pantomime conventions and how/where we include them in our performance • ASSESSMENT TASK: Students rehearse their entire pantomime from scene 1-6 and add transitions in between each scene using techniques such as slow motion and soundscape.	Students to help model higher grade work in mixed ability groups.
	Lesson 6 Assessment • Starter- count to 10 • Assessment rehearsal 10mins: fast forward rehearsal of the Pantomime • Perform for assessment.	Students can develop their creative use of personification and include stock gestures for the stock characters.
	Lesson 7 Written Assessment • Students complete both their self and peer assessment writing in their assessment on Teams. They are referred back to subject specific terminology and the grading criteria. • Refer students to burger format help page, • Teacher to feedback and students use purple pen to rewrite and restructure their responses.	Students to embed more audience interaction throughout their piece. Semiotics to be used such as lighting changes. Stretch and challenge students to analyse further in their written responses.

	Assessment and homework	**Feedback**
Impact	•Group practical assessment piece lesson 6, assessing their characterisation, use of the techniques of Still Image, Mime, Physical Theatre, Personification, Improvisation, Slow Motion, Soundscape. Embedding the use of drama skills in their performance i.e facial expression, body language, gestures •Written Assessment assessing use of subject terminology, analysing, and evaluating self and peer work. AO1: create and develop ideas to communicate meaning for theatrical performance. This is formatively assessed through observation of rehearsals, every lesson this is monitored. AO2: apply theatrical skills to realise artistic intentions in a live performance. Formatively assessed during lessons, summative assessment is through a final performance each half term. AO3: demonstrate knowledge and understanding of how drama and theatre is developed and performed. Verbal contributions in lessons / contribution to group work AO4: analyse and evaluate their own work and the work of others. Formative assessment through verbal contributions in lessons, summative through written work in assessment booklets each half term **Homework** Attend a group rehearsal lunchtime session and work on improvements suggested.	Teacher verbal feedback for each group each lesson. Peer and self-assessment of the effectiveness of the drama techniques and skills used.

Where will this be revisited?
At Key Stage 3 Drama is taught on a spiral system whereby Drama Conventions are taught each year and the challenge of these skills increases with each unit. These Conventions are what they are assessed on at Key Stage 3 and 4 (Ao1 – 4 are assessed throughout Key Stage 3). Additionally, within the Drama Schemes of Learning, students learn Social, Cultural, Historical and Political issues using the Drama Conventions to stage them. Drama is taught through 'Process Drama' whereby each lesson, another scene is added until the summative assessment at the end of each half term, and this is self and peer assessed in a written assignment.