

Topic: The Pied Piper – Year 7 Summer term		Duration: 7 lessons	Composite:
Key vocabulary:	Core knowledge Components	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Spontaneous improvisation, rehearsed improvisation, plot, still image, key moments, caption, Teacher in role (TIR), character development, scenario, reaction, emotions, whole class performance, body language, facial expressions, ideas, response, status, role-play, devising, choral speech, choral movement, thought tracking and mime.	<ul style="list-style-type: none"> • Experiment with improvisation in general terms. • To understand what plot means, the story of ‘The Pied Piper’ and to create still images to tell the basic story of ‘The Pied Piper’. • Students create basic characters within a family that lives in Hamelin. Explore reactions and emotions the characters might feel given various scenarios and situations. • Perform rehearsed improvisations. • Perform spontaneous improvisations. • Understand the issues caused by a rat infestation. • Create whole class improvisations. • Understand status and how to show a high or low status within a performance. • Use choral speech and choral movement to represent a conversation between the Pied Piper and the Mayor. • Use mime to show the children being taken away by the Pied Pipers’ music and the parents shock and worry. 	<ul style="list-style-type: none"> • Work successfully as part of a group, can contribute ideas but also include their peers’ ideas when quickly discussing ideas for rehearsed improvisations. • Can respond to new information within a spontaneous improvisation with very little hesitation - communicating detail/humour/sensitivity and character. • Understand the importance of character development and knowledge when creating improvisations or role-plays. • Able to clearly show status and status change as a character. • Lead a group to successfully use choral speech and choral movement. • Create well thought out still images, role-plays and mimes that communicate effective and detailed characters – emotions, age, personality etc. • Use skilful facial expressions and body language to show emotion and character within an improvisation. • Talk confidently, clearly and experiment with different vocal qualities to be a character rather than themselves when performing. 	<ul style="list-style-type: none"> • Basic Skills (year 7 Spring term) • Contrasts (Year 7 Autumn term)

