

Topic: Contrasts Year 7 Spring term last updated January 2022			Duration: 6 lessons		Composite: Practical assessment and creating assessment	
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics	
Contrasts, emotions, Stereotype, freezeframe, language, dialogue, dictionary, setting, entrance, body language, Gestures, movement, voice, volume, pace, tone, pitch, Interpretation, Exaggeration, Comedy.	<ul style="list-style-type: none"> ● What are contrasts? ● Understand why contrasts are important when creating theatre. ● What is a stereotype? ● Learn how to follow a short script - how do you know who is talking? How do you know which bits are stage directions? ● What is language? ● What is dialogue? ● If I was to tell you the setting of the play what information would you now have? ● What is an entrance to a scene? ● What is body language? ● What is movement? ● What is vocal pace, volume, tone and pitch? ● What is an interpretation? ● Why does creating contrasts engage an audience? ● What is pace? ● What is energy? ● How does an actor create contrasts? ● What is comedy? ● What does exaggerate mean? ● What can you tell me about the character Simon? ● What can you tell me about the character Maureen? ● What can you tell me about the character Mrs Simpson? ● What can you tell me about the character Governor Johnson? 			<ul style="list-style-type: none"> ● Explain how you would perform as characters who contrast by emotions? ● What does language reveal about a character/person? ● How can you change your body language and/or movement so that characters can physically contrast on stage? ● How can you change your voice to show a contrast? ● Why is pace and energy important if you play a character that contrasts in 1 scene? ● Creating comedy through exaggerated contrasts. ● Able to find meaning in the contrasts they see. Simon and Bill/Wes or Mrs Simpson and Maureen. ● If you were performing as Simon, how and when would you use contrasting acting? ● If you were performing as Maureen, how and when would you use contrasting acting? ● If you were performing as Mrs Simpson, how and when would you use contrasting acting? ● Explain the importance of contrasts. 		<ul style="list-style-type: none"> ● Basic drama skills (year 7 Autumn term)
Impressive reading		Impressive speaking	Impressive writing	Resilience	Employability and Careers via:	
<ul style="list-style-type: none"> ● Short script work ● Dictionary as a prop and taught how to use 		<ul style="list-style-type: none"> ● Performance opportunities in all lessons. ● Analysis of peer work. 	<ul style="list-style-type: none"> ● Students can write their lines down if they want to 	<ul style="list-style-type: none"> ● Working with others to create and perform to a live audience. ● Respond to feedback from teacher and peers. 	<ul style="list-style-type: none"> ● Employability: Working as a member of a team, creativity, public speaking, understanding how difference should be acknowledged. ● Careers: Understanding of the importance of contrasts in creating theatre – actor, director, designer. 	

Communication and Interaction, Cognition and Learning, SEMH and Physical/Sensory

- Multi-sensory approach through use of speech, movement, PowerPoints, music, lights and space
- Repetition of key vocabulary in every lesson – in both verbal and written form.
- Practical skills logically and sequenced with an increase in complexity.
- Opportunities for different levels of participation.
- Photocopies of scripts on appropriately coloured paper.
- Topics and themes chosen to engage and challenge all learners.
- Large open space to support issues of mobility
- Non-performance tasks to support low-confidence students.