

<b>Topic: Tension– Year 8 Spring/Summer term</b>		<b>Duration: 9 lessons</b> Last updated January 2023	<b>Composite:</b> Practical performance assessment and creating assessment
<b>Key vocabulary:</b>	<b>Core knowledge Components</b>	<b>Powerful knowledge components crucial to commit to long term memory</b>	<b>Links to previous and future topics</b>
Tension, Suspense, Atmosphere, Horror, Sound Effects, narrative, Voiceover, pace, tone, volume, Dramatic Irony, Non-verbal communication, Thrust Theatre, Narrative.	<ul style="list-style-type: none"> <li>• What is genre? What is horror?</li> <li>• Understand how the script helps actors to know what to do and what to say. That stage directions can inform actors where to go, how to say a line, as well as other staging requirements such as lighting and sound instructions.</li> <li>• How do we know if it is a stage direction or the words the actor says?</li> <li>• What is atmosphere?</li> <li>• What is a contrast?</li> <li>• What is tension?</li> <li>• What is climax?</li> <li>• What is anti-climax?</li> <li>• What is a gesture?</li> <li>• Can you define pace?</li> <li>• What is atmosphere?</li> <li>• How can sound effects/music impact on a performance?</li> <li>• What is narrative?</li> <li>• What is a voiceover?</li> <li>• Do you know what vocal tone is?</li> <li>• Do you know what vocal volume is?</li> <li>• What is dramatic irony?</li> <li>• What is non-verbal communication?</li> <li>• What is thrust theatre?</li> <li>• Understand the logistics of creating and performing in Thrust Theatre.</li> <li>• What skills can help to create a tense atmosphere?</li> </ul>	<ul style="list-style-type: none"> <li>• To practically explore storylines that are within the genre of horror</li> <li>• Follow a short script – Locked Doors and Movie Night</li> <li>• Experiment with voice to communicate a happy/jokey atmosphere</li> <li>• Experiment with voice to communicate that their character is scared.</li> <li>• Experiment with creating a climax and an anti-climax in performance</li> <li>• Experiment with physical pace to help create tension</li> <li>• Experiment with vocal pace to help create tension</li> <li>• Build tension to a point of climax and then relieve the tension through anti climax</li> <li>• Use a narrative that lends itself to creating tension due to the genre of horror</li> <li>• Experiment with changing our voice to help create tension – tone and volume.</li> <li>• Use dramatic irony by including a voiceover to make sure the audience know something the characters do not</li> <li>• Use dramatic irony within their play through use of a prop (a newspaper)</li> <li>• Experiment with non-verbal communication and how this can help to create tension</li> <li>• Follow the script Unknown Room and experiment with having an audience on 3 sides (Thrust)</li> <li>• Experiment with creating tension between people on stage</li> </ul>	<p>Previous:</p> <ul style="list-style-type: none"> <li>• Basic skills (Year 7 Autumn term)</li> <li>• Contrasts (Year 7 Spring term)</li> <li>• Crime (Year 8 Autumn term)</li> </ul> <p>Future:</p> <ul style="list-style-type: none"> <li>• Year 9: devising</li> <li>• Year 9: Blood Brothers</li> <li>• All GCSE SOW</li> </ul>

Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> <li>• Short script work</li> <li>• Narratives on the PowerPoint</li> <li>• Reading tasks from the PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearsals and performance opportunities in all lessons.</li> <li>• Whole class Q&amp;A</li> <li>• Evaluating performances</li> </ul>	<ul style="list-style-type: none"> <li>• Write lines and notes where required</li> <li>• Set target and write a short evaluation on assessment sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Working with others to create and perform to a live audience.</li> <li>• Respond to feedback from teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Employability:</b> Working as a member of a team, creativity, public speaking, team work, communication.</li> <li>• <b>Careers:</b> Working in theatre practising rehearsing and performing live. Understanding of different theatre spaces and tension. How films and TV create tensions – links to film and TV production.</li> </ul>
<p style="text-align: center;"><b>Communication and Interaction, Cognition and Learning, SEMH and Physical/Sensory</b></p> <ul style="list-style-type: none"> <li>• Multi-sensory approach through use of speech, movement, PowerPoints, videos, sound effects, music, lights and space</li> <li>• Repetition of key vocabulary in every lesson – in both verbal and written form.</li> <li>• Practical skills logically and sequenced with an increase in complexity.</li> <li>• Opportunities for different levels of participation.</li> <li>• Tasks support a range of learning styles including visual, aural and kinaesthetic.</li> <li>• Photocopies of scripts on appropriately coloured paper.</li> <li>• Topics and themes chosen to engage and challenge all learners.</li> <li>• Large open space to support issues of mobility</li> <li>• Non-performance tasks to support low-confidence students.</li> </ul>				