

Experiences and Outcomes:

EXA 2-12a, EXA 2-13a, EXA 2-14a, EXA 2-15a

Learning Experiences

During this sequence of lessons, learners will...

- Explore how to use their voices and bodies and facial expressions to create atmosphere.
- Explore how to use their voices, bodies and facial expressions to show emotion and portray a character
- Use key vocabulary to describe actors use of voice, movement and facial expressions.
- Explore a variety of emotions and consider how these impact voice, body and expressions.
- Identify and experience the differences between spontaneous and rehearsed improvisation
- Create a character
- Take part in improvisation exercises
- Work with others to develop a short improvised drama
- Be part of an audience
- Listen to and follow instructions.
- Comment and evaluate a piece of drama using appropriate vocabulary.

Links with other curricular areas

- Literacy and English
- Health and wellbeing

Skills from CREATE Drama Framework

Second Level

EXA 2-12a

- Vary tone of voice when in role to show a range of emotions
- Vary volume of voice appropriate to the role and situation
- Vary pace of speech to convey an emotion
- Make appropriate changes to body language and posture to convey a character emotion
- Use a range of gestures to communicate and respond in role
- Use a range of facial expressions to communicate and respond in role
- Use characterisation exercises to develop character and experiment with voice and movement skills
- Can sustain a basic character when performing a drama

EXA 2-13a

- Use a range of stimuli to develop ideas for a character and story
- Work collaboratively with others to plan and develop a drama, contributing to discussions and sharing ideas.
- Use spontaneous and rehearsed improvisation to further develop ideas.
- Describe a character's personality and relationship to others and use this to inform voice and movement choices.
- Use characterisation exercises such as hot-seating or character card to develop a character's personality and background.

EXA 2-14a

- Can participate in spontaneous and rehearsed improvisation activities
- Can create realistic dialogue when improvising a drama
- Can react and respond to others appropriately through words or gestures when improvising, taking part in role play and using scripts
- Can use rehearsal time effectively to develop and refine a drama
- Can apply and sustain a range of acting skills when performing (characterisation, movement, voice)
- Can perform confidently in front of others, facing the front and projecting their voice.

EXA 2-15a

- Understands the importance of being an effective audience member and listens to the views of others.
- Comments on own and other's work, celebrating success and giving appropriate suggestions on how to improve.
- Use correct drama vocabulary when giving feedback
- Experience a range of live and/or recorded drama i.e. TV, theatre or film, sharing thoughts and feelings, and giving reasons for likes and dislikes using vocabulary.

Experiences and Outcomes:

EXA 1-12a, EXA 1-13a, EXA 1-14a, EXA 1-15a, EXA 2-12a, EXA 2-13a, EXA 2-14a, EXA 2-15a

Learning Experiences

During this sequence of lessons, learners will...

- Explore how to use their voices and bodies and facial expressions to create atmosphere.
- Explore how to use their voices, bodies and facial expressions to show emotion and portray a character
- Use key vocabulary to describe actors use of voice, movement and facial expressions.
- Explore a variety of emotions and consider how these impact voice, body and expressions.
- Identify and experience the differences between spontaneous and rehearsed improvisation
- Create a character
- Take part in improvisation exercises
- Work with others to develop a short improvised drama
- Be part of an audience
- Listen to and follow instructions.
- Comment and evaluate a piece of drama using appropriate vocabulary.

Links with other curricular areas

- Literacy and English
- Health and wellbeing

Skills from CREATE Drama Framework

First Level

EXA 1-12a

- Vary tone of voice when in role
- Vary volume of voice to convey emotion
- Vary the pace of speech when conveying an emotion or taking on a role
- Use clues from what is known about a character to choose appropriate ways of moving.
- Maintain the body language and posture of a character when moving around a space in role.
- Use gestures to communicate and respond appropriately in role e.g. wave
- Vary movements, body language and posture to convey an emotion.
- Use facial expressions that are different to own when in role
- Consciously use eyebrows, eyes and mouth to demonstrate varied emotions when in role

EXA 1-13a

- Work collaboratively with others to plan and develop a drama, contributing to discussions and sharing ideas
- Use improvisation to create a short drama
- Describe a character's personality and uses this to make choices when improvising
- Explore what characters in imaginary or real situation might say, feel or do.
- Work in a small group to improvise how a recognisable character might react in a different context.
- Use a stimulus such as a photo/art/music/poem to make up a story or character

EXA 1-14a

- Identify the difference between spontaneous and rehearsed performance/drama.
- Make up appropriate things to say when improvising.
- Responds to others appropriately through words or gestures, when improvising, taking part in role play and using scripts
- Can perform in front of others
- Use a variety of acting skills explored e.g. a range of different characters.
- Can sustain and apply basic acting skills when performing (movement, expression, voice)
- React and respond to others in role when improvising

EXA 1-15a

- Understand the importance of being a good audience member and listen appropriately to the views of others.
- Comment on own and others' work, celebrating success and giving suggestions on how to improve.
- Use technology to record own and other's work and to aid reflection.

Lesson 1

Learning Intentions

- Use my voice effectively in drama.

Success Criteria

- Vary tone of voice when in role to show a range of emotions
- Vary volume of voice appropriate to the role and situation.
- Vary the pace of speech to convey an emotion
- Experiment with pitch to enhance a character's voice.

Resources

- [LfA Listening & Talking Strategies Bank](#)
- Post-it notes
- Pictures of cartoon characters
- Posters/Pictures of emotions
- Envelope/Cup with emotions written on slips of paper for learners to secretly select from
- Pictures of unknown characters e.g. from onceuponapicture

Useful links

- <https://www.onceuponapicture.co.uk/the-collections/the-character-collection/>
- https://www.youtube.com/watch?v=o1Yc_Sdxx74

Key vocabulary

Pace -Speed of speech.

Volume - Loudness or quietness of the voice.

Clarity - Clearness of the voice.

Pitch - How high or low the voice is.

Tone - Change of voice to express emotion.

Links to Tracker (Second Level)

Vary tone of voice when in role to show a range of emotions i.e. excited, sad, angry etc.

Vary volume of voice appropriate to the role and situation i.e. quiet when making up a secret plan.

Vary the pace of speech to convey an emotion i.e. fast when excited or nervous or slow when bored or tired.

Can share simple ideas for lighting and sound to help create mood and atmosphere i.e. siren for a police chase to create tension.

Process / Activities

Introduction to drama

Facilitate discussion using Group Talk Strategy (LfA)- Mix Pair Share

Questions:

- What does drama mean to you?
- What experiences have you had of drama?

Clarify drama is pretending and playing, we will have all played games when we have pretended to be other people- playground/role play. In drama we can put on plays but actually all of the opportunities we have to pretend to be or do something else can be an experience of drama. Drama can help us explore things in a different way and by pretending to feel or be we can learn how to understand people/emotions or situations in a different way.

Challenge misconceptions- good/bad at drama, just putting on a show. In drama we have to develop a tool kit and our main tool is ourselves- voice/movement/expressions.

Lesson 1 cont.

Introduction to theme

Facilitate discussion using Group Talk Strategy (LfA)- Rally Robin

Questions:

What TV shows do you watch? Write on post-its in groups & feedback to class

Can you sort into types of TV Genres- e.g. reality, drama, thriller, cartoon, soap, comedy, news, documentary, chat show other?

Explain to class each lesson we will focus on a drama skill and a TV genre. Today we will focus on the drama skill voice and we will use Cartoons as a stimuli.

Warm Up (Body)-

Choose a short warm up game to encourage learners to relax and warm up body. It can make learners feel safe to always begin a drama lesson in the same way e.g. a warm up in drama circle. As this is the first lesson there may be a lot of content to cover so keep this game simple e.g. Rubber Chicken/The Incredible Itch

The Incredible Itch- a short but fun warm up game for children to waken up their bodies and consider the power of their movements. Ensure learners are in a space or stand in a circle (with adequate space for each child). Explain you have some bad news- the itching plague is coming! At stage 1 you have a little tiny itch but by stage 10 you are overpowered by the itch and faint (or drop dead if your class like the morbid dramatics!). Remind class the plague will build up 1 by 1 so not to get too itchy too soon. Begin the game by announcing the plague has arrived and slowly begin counting from 1 to 10. Learners are to react by getting itchier and itchier and finding different ways to react to the itch.

Activity 1- Exploring aspects of voice (skill focus)

Explain in drama we use our voices to help portray a character or an emotion.

Introduce stimuli- Choose a cartoon that is appropriate to your stage/class. In this example we have used Spongebob SquarePants.

Show pictures of each character and listen to each characters voice using clips on Youtube (https://www.youtube.com/watch?v=o1Yc_Sdxx74)

Discuss how the actors change their voices. Facilitate discussion around pitch/tone/pace/volume.

Share LI/SC Explain voices are another tool an actor has that needs warmed up.

Vocal Warm Up - Tongue Twisters - Red Lorry, Yellow Lorry or Unique New York

Demonstrate/model and explain varying volume, pitch and tone during these tongue twisters

Walking around the space (ensuring learners fill the room and do not just walk in a circle) remind or introduce actors neutral.

"Actors Neutral". Hands relaxed down by our sides, feet a fist width apart, standing tall. This allows our bodies to look like a blank piece of paper. When we are in Actors Neutral our bodies do not tell a story so when we are not acting or "in role" we stand in Actors Neutral.

Explain to learners we are going to practise saying good morning to each other as we walk around the room using our voices to portray an emotion or a character.

Teacher shouts out emotions for learners to portray with voices e.g. scared/sleepy/angry/excited, progress to characters and say good morning to each other as you pass around the room using your voice to portray the character named by the teacher e.g. old lady, a robot, a very important king/world leader, a tiny fairy, someone telling a secret. Highlight some good uses of voice and ask learners to reflect on success criteria e.g. what pitch did we use as a tiny fairy? Why? or How did you change your voice to make it sound angry? Did it go louder or quieter? Why?

Lesson 1 cont.

Activity 2- Voice & Character

Using images from Once Upon a Picture- challenge learners to create a voice for each character in a picture. Model this first by asking the learners to help generate a phrase the character might say (As simple as "Hello, my name is... or Good Morning") and experimenting in pitch/volume/pace. Sort pupils into partners and give picture to create a voice for. Present voices to rest of class and justify choices. If any pairs have the same picture, compare and contrast voices. Refer back to SC and peer or self assess.

EXTENSION- Record these on Chatterpix and extend further by recording multiple phrases for each character portraying different emotions.

Activity 2- Using Voice to portray emotion

Guess the emotion/ Voice-onary (as in Pictionary with voices instead of pictures!): Display photos/pictures/posters for some emotions e.g. scared/angry/happy/sad/surprised/shocked/worried/nervous/shy/excited. Divide class into two teams. One learner from each team takes a turn at choosing a random emotion in secret (this could be from cards/scrunched up paper and must match the emotions displayed) and delivers a set line e.g. Hello my name is... and rest of team has to guess the emotion the learner is portraying. If guessed correctly team receives a point. Keep playing until everybody has had a turn or until one team reaches 5 or 10 points. This can be done in character as one of the cartoon characters if looking for further challenge or as a recap activity before the next lesson.

Activity 3- Using sound/voice to create atmosphere

This activity can be adapted to fit any context and a simple emotion or setting can be used as stimuli for a soundscape. To link to the Television theme use a picture of character from a cartoon experiencing an emotion and create a soundscape for how this will sound e.g. Spongebob looking scared, or a picture of a setting from a cartoon e.g. the diner in Spongebob and create a soundscape for that place. Explain to class to use their voice creatively to enhance or create an atmosphere.



Soundscapes: A soundscape is a vocal version of a landscape. In this version of a soundscape we use voice to capture the atmosphere or a place/concept or theme through noises. Model a simple soundscape e.g. jungle as a whole class first discussing what sounds we might hear and how to make these with our voices. To provide further scaffolding you may want to allocate specific sound effects to learners for the first time.

After modelling sort class into groups of 8-12. Assign each group an emotion/setting OR share cartoon picture and create a soundscape to portray this. For example for scared we might hear the noise of a heartbeat, a gasp, a ticking, clock, a ghost noise, a creaking door. For angry, stomping feet, slamming doors, growls. Give each group 5-10 minutes of rehearsal time. Invite each group to share back their soundscape and encourage them to stand around the audience in a circle to surround the audience with the sound. Audience should sit in the middle of the circle and close their eyes to fully experience the soundscape. After experiencing 1-2 mins of the sound scape the audience can offer guesses on where this could be or the emotion it could portray. *This drama convention can more traditionally be used to create the sounds of a setting e.g. a farm/football game/train station. This can be explored in Early/First level or prior to this experience.*

Review-

Discussion Circle for Plenary. Facilitate discussion either as a whole class or Think, Pair, Share.

Key Questions: How did you change your voice? Can you think of any good examples of using voice to enhance or create a character? What key vocabulary have you explored? What did you enjoy in this lesson? What were you successful at? What would you like to practise more? What are your next steps?

Lesson 2

Learning Intentions

- Use my body/movements to portray a character.

Success Criteria

- Make appropriate changes to body language and posture to convey a character's emotion or personality
- Experiment with different movements/gestures to create characters
- Consider the character's relationship to inform movement use of space (proxemics) and use of levels

Resources

- Pictures of families/groups of people from appropriate popular children's TV dramas/soaps
- Made up titles of TV Drama's (see example at end of lesson plans)
- Tape/Chalk/Marker Cones
- TV Remote Prop
- Camera/iPad

Useful links

<https://www.bbc.co.uk/cbbc/shows>

Key vocabulary

Body Language- Messages given by the position or movement of the body.

Gesture- The use of hands or arms which communicates a meaning or emotion.

Posture- Position of the body, how it is held.

Use of Space/ Proxemics-The amount of space used to show personality / mood. How close or far you are from your co-performers can be a source of very powerful impact.

Use of Levels- Use of space between the floor and ceiling. Often used to make the status of characters clear.

Tableau/Frozen Picture- A stage picture, held without movement

Links to Tracker (Second Level)

Make appropriate changes to body language and posture to convey a character's emotion i.e. upright if happy or slouched if sad.

Use characterisation exercises to develop character and experiment with voice and movement skills.

Use a range of stimuli, including script, to develop ideas for a character and story.

Describe a character's personality and relationship to others and use this to inform voice and movement choices.

Process / Activities

Introduction:

Recap of prior learning- What is drama? What did we learn about our voices?

Introduction to stimuli- Soaps/ Drama Series

Discuss this genre of TV with the class. What soaps/series do they watch? What about their parents? Can we identify any common features?

Setting/Characters/Theme Tunes etc. Some popular childrens tv series in this genre could be The Dumping Ground/Mallory Towers/His Dark Materials/Lagging.

Introduce skill focus for this session- Body/Movement. Actors use their bodies for many reasons, to show an action and to portray a character. Remind of actor's neutral being like a blank piece of paper but in role your body and movements from your head to your toes tells a story.

Lesson 2 cont.

Warm Up- What are you doing?

Explain this game will ask learners to show an action using their bodies/movements. This is a very simple but effective game which focuses on using your body to mime and action and a little spontaneous improvisation. Start in a drama circle and one learner (or the teacher if modelling for the first time) stands in the middle of the circle and pretends to be doing something for example swimming. After 8-12 seconds (just enough time for the learner to make it obvious what they are doing) another learner can enter the circle (but only one at a time, if two move one or both must go back) and ask the performer "What are you doing?", the performing learner must answer with something they are NOT doing for example eating porridge and then leave the circle. The learner who entered the circle then must mime what the previous performer SAID e.g. eating porridge. This is repeated until all learners have had a turn.

If learners are reluctant then the other option is to just each take a turn around the circle. If learners lack ideas and the game loses pace pause the game and brainstorm, reminding it can be anything from playing football to baking a cake to sleeping or sky diving!

Introduce LI & SC

Today we are going to practise using our bodies and movements to inform an audience about a character. We will think about the characters personality and what we know about them and their relationship to others to inform our body/movement choices.

Activity 1- Lead with your...

Ask learners to find a space in the room and remind of actors neutral. Explain that most stock characters in a drama e.g. heroes/villains have recognisable ways of moving because they lead with different parts of their bodies, this often corresponds with the characters personality or wants/needs e.g the greedy old man might lead with his belly. Explain we are going to experiment with leading with different parts of our bodies. Start by walking round the room neutrally, when the teacher shouts "Lead with your... nose/other body part) pupils must change how they move. Teacher should tap some pupils on the shoulder to indicate they should freeze and watch the other learners moving. Teacher can ask the whole class to return to actors neutral and gather feedback from the pupils who observed on what kind of characters they saw emerging. Teacher can repeat with new body parts e.g. chin/elbows/knees.

This is a great warm up activity as well for other sessions. Remember to refer back to SC as this should feedback to posture/body language. Ensure learners fill the space in the room. If they seem to walk in circles introduce the rule that when you clap, they must change direction.

Lesson 2 cont.

Activity 2- Family Portraits-

Display pictures of families or groups of people from popular TV soaps/series that your learners like (CBBC website has lots of photos). Use I see, I think, I wonder strategy to discuss the characters and their relationships. How does their posture/body language tell us about the character and their relationships to others. Introduce Use of Space (proxemics) and Use of levels. Explain in this game we are going to create "Family Portraits" which will be a tableau of a group of people which we should be able to identify members of the family by their posture/body language. Split the class into teams of 5-8 people. Identify a "stage" or playing space where the portraits will be made (you could mark this out clearly with chalk/tape/marker cones. Line the teams up behind/beside the playing space ensuring they know which team will play first and then join the end of the line. The first time this game is played the teacher can just shout Family Portrait which indicates just a family of humans e.g. a grumpy uncle, mums/dads/naughty cousin/baby sister/brother/glamorous auntie/grandparent etc) and the playing team will run into the middle of the circle and have 10-20 seconds (or as fast as they can) to create a pose as a family (considering the member of the family they are and the relationship to others and then must hold it still for 10 seconds). Give each team a turn at creating a simple family portrait. To increase challenge and make the game more fun the teacher can introduce Family Of... instead of just humans the teacher could ask learners to create families of animals (cats/foxes/birds), professionals (popstars/teachers/doctors/firefighters) or even fictional characters (elves/witches) or inanimate objects (plants/forks/tables!). The teacher can either take photos of these and ask learners to give feedback to other teams based on the photographs and reflecting on SC or ask the team that played previously to feedback straight away by even just guessing what roles each person might be playing in the family, again referring back to SC.

As always the teacher should model the expectation for this game first, using some confident learners to help demonstrate a family portrait giving out roles and discussing with the class what each family member might look like. Remind learners families all come in different shapes and sizes so not to be restricted. This game is ideally fast paced to encourage spontaneous improvisation skills, increase the time allowed for posing to support learners and decrease to challenge learners. Team work is vital in this game!

Activity 3- TV Pause & Play

This is another team game but is the chance for learners to have rehearsed improvisation rather than the fast paced spontaneous improvisation in Family Portraits. Split the class into teams of 4-5. Explain to learners you are going to give them a title for a new TV show. They are going to create a tableau of an important moment from this show, when the teacher presses "play" on the "remote" the scene will play for 10-20 seconds and every member of the team must move, speaking is optional! Give each team 5-10 minutes to create their tableau and rehearse their scene. Ask each team to perform their scene with the teacher allowing time for the audience to observe the tableau and then pressing play to start the scene. It can be fun to keep the titles a secret and ask the audience to guess and the performers can reveal their title and justify their choices at the end.

Plenary: Discussion Circle for Plenary. Facilitate discussion either as a whole class or Mix, Pair, Share.

Key Questions: How did you change your body/movements? What key vocabulary have you explored? What did you enjoy in this lesson? What were you successful at? What would you like to practise more? What are your next steps?

Lesson 3

Learning Intentions

- To create a character
- To portray a character during spontaneous improvisation

Success Criteria

- Describe my characters appearance
- Describe my characters personality
- Consider my characters interests and opinions

- Change my body language, gestures and posture to convey a character and their emotions when in role.
- Respond to questions appropriately in role
- Stay in role when taking part in a game (characterisation exercise)
- Make things up on the spot (spontaneously improvise)

Resources

- Plain stickers/Badges/Pegs/Lanyards
- Large roll of paper & markers for modelling role on the wall
- Role on the wall A4 templates (see appendix 2)

Useful links

<https://www.dramatrunk.com/drama-game-bippity-bippity-bop>

Key vocabulary

Body Language- Messages given by the position or movement of the body.

Gesture- The use of hands or arms which communicates a meaning or emotion.

Posture- Position of the body, how it is held.

Hotseating- Questioning a character in role

Improvisation- Trying out how the same characters would behave/ react at different times or in different situations

Links to Tracker (Second Level)

Make appropriate changes to body language and posture to convey a characters emotion i.e. upright if happy or slouched if sad.

Use characterisation exercises such as hot seating or character card to develop a character's personality and background.

Can participate in spontaneous and rehearsed improvisation activities.

Can create realistic dialogue when improvising a drama.

Can react and respond to others appropriately through words or gestures, when improvising, taking part in role play and using scripts.

Can apply and sustain a range of acting skills when performing (characterisation, movement, and voice)

Process / Activities

Introduction:

Recap of prior learning- What have we explored so far? What do we need to consider if we are using our bodies to portray a character?

Introduction to stimuli- Today we will look at a different format of TV Shows- Chat Shows and News- specifically interviews. Mix, Pair, Share discussion chat shows/news- do we know any chat show hosts/ seen any famous interviews? Rally Robin- Who would we like to interview? What questions would we ask our favourite celebrity? Note down these questions as these can be used during Activity 4.

Warm Up Game- Bippity-Bippity-Bop

This is a fun game that is popular and can become a go-to activity for a drama circle warm up. It is explained very clearly on this website-

<https://www.dramatrunk.com/drama-game-bippity-bippity-bop>

Introduce skill focus for this session- Character. When portraying a character what things may we consider? Movement/Body/Voice/the characters personality/interests etc.

Activity 1- Name Generator & Bringing the character to life

We are going to create a character who is on TV and who would be interviewed on the news/chatshow- an actor/singer/scientist.

Rally Robin as many reasons somebody may be interviewed on TV as possible. After generating lots of ideas ask learners to pick one for their character.

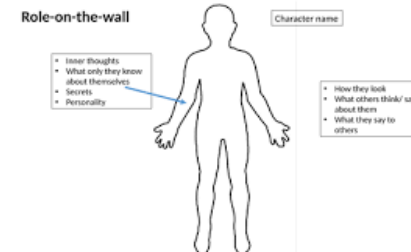
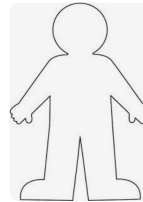
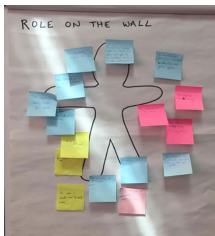
Character Name Generator: Set any kind of rule for this eg Choose a first name beginning with the first letter of your surname. Choose a surname by using the name of your first pet/street you lived/favourite colour. If giving a choice is too difficult create a bank of first and surnames either on online generator wheels or in cups/envelopes. Create a name sticker/badge/lanyard for your character- use this as a transition- when you have the name badge on you are in role as a character. *Give time for learners to discuss this in with a partner Learners could do this in pairs to provide further support but often pupils enjoy creating their own individual characters.*

Review actors neutral and ask learners to stand in a space in actors neutral. Explain we are going to revisit "Lead with your.. But this time we are going to focus on the character first rather than the body part. Teach can offer a few starter examples- Walk round the room like a thief/witch/baby/police officer. When warmed up and focused as learners to freeze and close their eyes. Who is their character? Why are they being interviewed? Think about how they would move. When teacher claps hands learners can move around the room in role as their new character WITHOUT interacting with others. Freeze and ask learners to close their eyes again. This time think about the characters voice and how they would react to other people, would they be excited/nervous/grumpy? Consider tone/pace/volume. This time when the teacher claps their hands the learners will move around the space in role and if they pass another person they can say Hello/Good Afternoon if they wish.

Activity 2- Role on the Wall

Using a large roll of paper model completing a role on the wall of the chat show host (teacher's character).

Pupils work in groups/pairs/individually to role on the wall their own character. This can be a simple outline of a character on an A4 piece of paper. Learners will write words inside the person outline to describe their characters personality (what they are like inside) and write words around the outside of the outline to describe what the character would look like or what others might think of them (what they are like on the outside).



Lesson 3 cont.

Activity 3- The Green Room

This is a spontaneous improvisation activity which can be done as a whole class and aims to take some of the pressure away and build confidence before the hotseating activity. Start in a drama circle and place 3-5 chairs in the middle of the circle (the less chairs the more discussion may be prompted!). Explain that the centre of the circle is now the Green Room- the place where the chat show guests relax before going onto the TV show. In the Green Room there are only a certain amount of seats, your character might really want a seat, perhaps they are very elderly or very tired from doing lots of sport, some characters might be very kind and willing to give up their seat, but some characters might be grumpy or rude and want to keep their seat. One at a time a character will be prompted to go into the Green Room, the only thing the learner must do is introduce themselves to the other person in the room. If they like they could ask them about their character or even just ask how they are. Remember to react and speak as if you were your character and NOT yourself. The teacher should take a turn at modelling this to set expectations. When playing the teacher can prompt a learner to enter the green room by tapping them on the shoulder. Introduce as many characters as feels right (6-10) and freeze the improvisation when the desired number of learners are in the green room- if there are more characters than chairs this can prompt discussion and tension). If the improvisation fades out the teacher can go in and prompt conversation or introduce/remove learners. Keep each Green Room Improvisation short so it does not become too stagnant.

Activity 4- Chat show/Hot seating

Teacher leads spontaneous improvisation in role as chat show host. Introduces self to pretend audience and introduces first guest.

Pupils take turn to be interviewed by teacher whilst in role as their celebrity character. This is just another spin on Hot seating a character.

Suggested Questions: (these could be generated with pupils beforehand during Rally Robin/Mix, Pair, Share in introduction)

What are you best known for? What is your favourite food? How would you describe yourself? What are your plans for the future? Who are your best friends? What do you do when you are not working?

Plenary- Reflect on similarities and differences between yourself and your character (you could exit ticket or post-it note this). How did taking part in hot seating feel? Hot seating could also be recorded, and pupils could give feedback (peer/self-assessment). Exit ticket- Successes & Challenges from the lesson.

EXTENSION- Draw portraits or design costumes for your character. Create a Chatterpix for your character. Create a character card for your character.

Lesson 4

Learning Intentions

- To take part in rehearsed improvisation

Success Criteria

- I will take on a role. (Extend to sustain a role when ready)
- I will work with others in a group to make up a short scene,
- I will plan a beginning, middle and end to my scene.
- I will use my body, voice and movements to portray my role.

Resources

- Appropriate clips/adverts for popular reality tv shows e.g. Got what it takes, Football Academy, I'm a Celebrity, Strictly Come Dancing
- [LfA Listening & Talking Strategies Bank](#)

Useful links

- <https://www.bbc.co.uk/cbbc/shows>

Key vocabulary

All key voice & movement vocabulary from previous lessons.

Play: a rehearsed improvisation- The actors make certain planning decisions about what the story will be about and what characters will be involved. Then they make up the words as they go along then they rehearse it until it's ready to perform

Links to Tracker (Second Level)

Make appropriate changes to body language and posture to convey a characters emotion i.e. upright if happy or slouched if sad.

Can participate in spontaneous and rehearsed improvisation activities.

Can create realistic dialogue when improvising a drama.

Can use rehearsal time effectively to develop and refine a drama.

Work collaboratively with others to plan and develop a drama, contributing to discussions and sharing ideas.

Can react and respond to others appropriately through words or gestures, when improvising, taking part in role play and using scripts.

Can apply and sustain a range of acting skills when performing (characterisation, movement, and voice)

Process / Activities

Introduction:

Recap on prior learning- Inside Outside Circle (LfA Listening and Talking Strategy)

-How do you use voice to portray a character?

-How do you use movement to portray a character?

- Introduce yourself as your created character from the last session.

Warm Up Game: Rubber Chicken (a quick favourite!)

Start in actor's neutral in a drama circle. Explain that you are all going to shake your right hands up in the air eight times, whilst counting loudly and quickly – '8, 7, 6, 5, 4, 3, 2, 1!' Then you are going to repeat this with your left hand, then right leg, then left leg. The counting needs to be fast and loud, and the shaking needs to be vigorous and energetic. As soon as you have done all four limbs from 8 to 1, repeat the shaking and counting from 4 to 1, then 2 to 1, and continue until you finally shake each limb once, counting, '1, 1, 1, 1!' Then everyone shouts, 'Rubber chicken!' and shakes their whole body like a rubber chicken.

Introduction to theme: Reality TV- What appropriate reality TV shows do we know? (use a Listening & talking strategy like rally robin or mix/pair/share) to gather ideas. Suggestions I'm a celebrity/Strictly Come Dancing/Great British Bake Off/ Got What it Takes/The Voice Kids/ The Football Academy

Lesson 4 cont.

Introduction to skill:

Vote with your feet: Features of spontaneous vs rehearsed improvisation. Teacher reads out following statements and instructs learners to go to left hand side of the room if statement applies to Spontaneous and right-hand side if statement applies to rehearsed improvisation. Some may apply to both to promote discussion. Add more in if/when appropriate

Statements/activities:

- Time to think about what to say
- Work with a group to make a plan
- Instantly react to a situation
- Use rehearsal time effectively to develop and refine a drama.
- Do the same thing again until you have it right
- Making it up as you go along
- Say what first comes into your head
- Fast Paced
- Hot seating
- The Green Room
- Family Portrait
- TV Pause & Play
- What are you doing?

Introduce LI/SC

Activity 2- Rehearsed Improvisation

Reminder of characters created & interviewed in last lesson. This character is now going to be on a Reality TV show! Organise learners into groups of 5-6 and assign each group a reality TV show they know or one with a simple context that can be explained e.g. baking competition, if learners need to see clips then source some to help prepare. Links to clips could be provided using QR codes and viewed on an iPad and given to each group once they have been assigned. In groups learners must devise a short drama (1-3 mins) which shows their character on the assigned show. They could be judges or participants. The scene must have a beginning when a task or situation is introduced, a middle where there is a problem or event (a character gets injured or drops a cake or does a bush tucker trial) and an end when the problem is solved or a cliff hanger created. Give learners 15-20 mins rehearsal time and check in with each group throughout.

Plenary: Each group is given the opportunity to perform their improvised drama to the rest of the class and feedback is given based on the success criteria.

Celebration of Success suggestions: Record thoughts and feelings about experiences and share at assembly or with other classes. Perform some of the games or exercises in front of another class. Create a review of another group's performance

Lesson 5 cont.

Warm Up-

Penguin Race Game- Learners stand either in a circle or, if space allows, in a line (like a starting line of a race). Teacher model how to "run" like a penguin and each action before starting the game.

Penguin Run- Slapping hands against thighs and waddling **on the spot** mimicking how a penguin runs (do this slowly to start with and speed up when learners feel comfortable).

Learners will "Penguin run" throughout the race and the teacher will shout commands throughout the race such jump, bridge etc which can include sound effects and actions but penguin running will resume immediately after a command has been acted upon. Introduce 2-3 commands and increase depending on learner confidence.

Commands:

- Ski Jump- Bend Knees, jump and swoosh arms like ski-ing whilst saying Whoosh!
- Bridge- Duck as if going under a bridge and cover head with arms.
- Queen- Royal wave to the queen
- Wave to the Crowd- Wave frantically to each side using both arms
- Ice Berg- Dodge to the Side
- Make up your own!

Teachers treat the game as if it is a race sh

Activity –

- Discuss if any learners have seen any performances before? Been to the theatre etc?
- Discussion- What makes a good performance? Recap learning about Voice/Movement/Body/Creating a Character.

Explain today we are going to be reviewing a piece of theatre.

Hand out and run through worksheet or hand out whiteboards.

Draw how a performance made you feel/ tick or cross to show if you liked or disliked. Adapt to provide challenge e.g. write words to describe something you liked/disliked, categories- costume/movement/voice.

Work together to review the first piece of theatre- Teacher model discussing actors use of voice/body language/movement.

Using clips of your choice (National Theatre Primary collection & many theatre companies have youtube channels) and discuss evaluate 3-5 short performances. To ensure the best application of drama vocabulary use clips of live performances so pupils are able to reflect and analyse performance skills.

Review-

Using classroom corners/posters/spots physically vote for the best performance by moving to the corresponding area for the piece you liked best. Ask learners to justify their choices.

Lesson 5

Learning Intentions

To share my thoughts and feelings about a piece of drama.

Success Criteria

- I will share if I liked or disliked a piece of drama.
- I will explain why I liked or disliked a piece of drama.
- I will explain how the piece of drama made me feel
- I will use correct vocabulary when describing performances e.g. body language/posture/tone

Resources

- Short clips of performances
- Screen for showing clips.
- Performance review worksheets

Useful links-

National Theatre Primary Collection
National Theatre Scotland

Key vocabulary-

All key vocabulary from previous lessons.

Optional-

Form- The form of a drama is how the story is told, the way the characters play their parts and/or the way the themes are explored.

Play: scripted- The playwright has written down what each character will say. Actors learn and deliver these lines.

Play: a rehearsed improvisation- The actors make certain planning decisions about what the story will be about and what characters will be involved. Then they make up the words as they go along then they rehearse it until it's ready to perform

Links to Tracker (Second Level)

Understands the importance of being an effective audience member and listens to the views of others.

Use correct drama vocabulary when giving feedback e.g. sad facial expression, loud volume, frustrated tone etc.

Experience a range of live and/or recorded drama i.e. TV, theatre or film, sharing thoughts and feelings, and giving reasons for likes and dislikes using vocabulary.

Identify the mood and atmosphere created on stage through characterisation and/or theatre arts and discuss how this made them feel as an audience member.

This lesson is the same as P1-3, differentiation is provided by the performances shown, depth of conversation and vocabulary expected to be used and the worksheet/recording process of thoughts and feelings on a piece of theatre.

Process / Activities

Introduction

- Recap of prior learning. What do we know about using voice/body/characterisation/improvisation?

TV Pause & Play: TV Title Examples (Lesson 2)

The Other Side of The Door

Journey into Space

Inchston Infirmary

The Shock

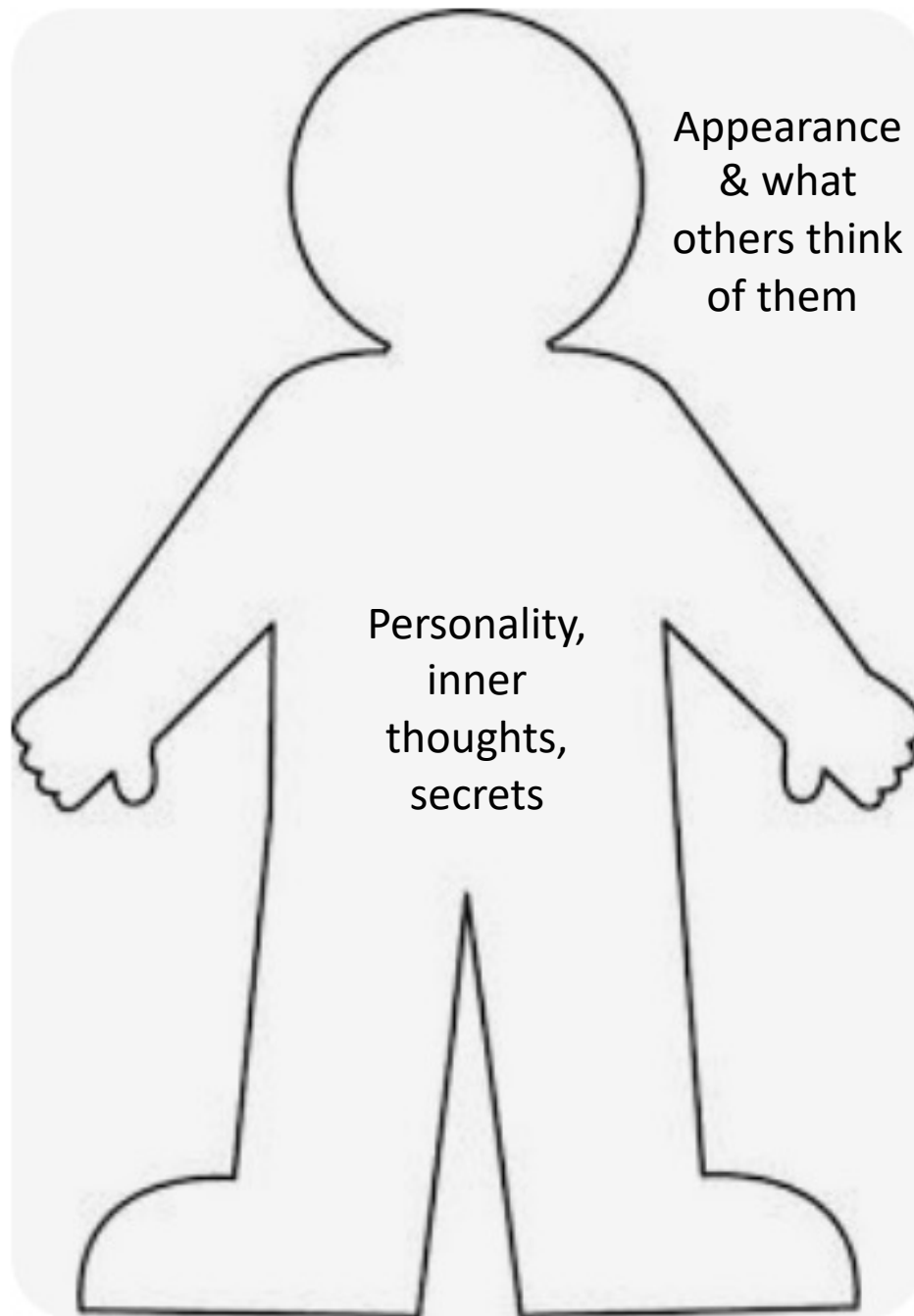
Into the Deep

The Scream that was Never Heard

Summer Escape

Broughty Manor

Role on the
Wall
Example
Template
(Lesson 3)



Appearance
& what
others think
of them

Personality,
inner
thoughts,
secrets