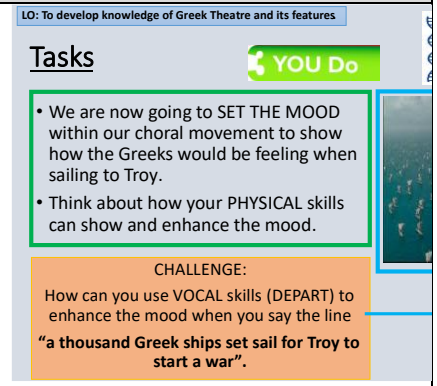
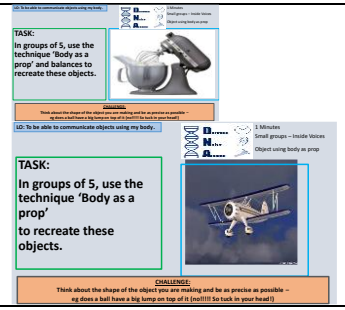
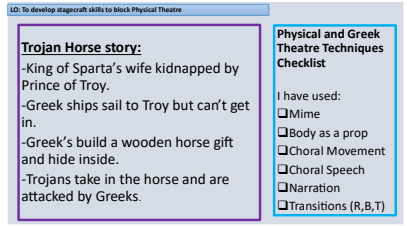
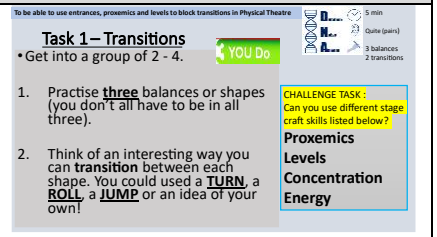
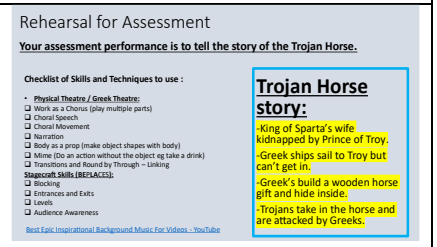
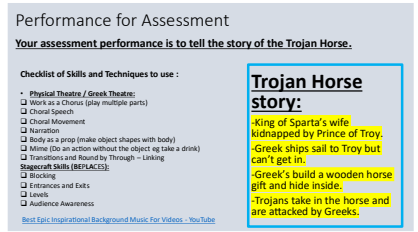
Holy Family Catholic School – Faculty of Drama Autumn Half-Term 2 Year 7

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 1 Week 1 **To develop knowledge of Greek Theatre and its features.**	***Choral movement, choral speech, mood, physical, greek, Dionysus, amphitheater***	Introduce students to the concept of physical theatre	Demonstration Small group activity	I can... - Perform choral movement in a group. -Tell a story through choral movement and speech. -Communicate mood using physical skills	How can I use DEPART to enhance the Mood when we use Choral Speech? How will we work as a group to speak at exactly the same time?	
Lesson 2 Week 2 **To be able to communicate objects using my body**	***Shapes, balances, body-as-prop, physical, mime***	To be able to understand the concept of using body as prop	GSPEED Demonstration	I can... - Communicate objects using mime -Use 'body-as-prop' to communicate an object -Create shapes and balances in a group	How do I use counter-balance safely? What do I need to communicate to my group to ensure that the audience can see the object clearly?	
Lesson 3 Week 3 **To be able to use entrances, proxemics and levels to block transitions in Physical Theatre**	***Stagecraft, shapes, balances, choreograph, transition***	Introduce students to the importance of transitions and techniques	Demonstration of techniques Within the storytelling	I can... Explore different ways of linking shapes and balances together. Choreograph interesting transitions between balances and shapes.	How can I use BEPLACES to understand how entrances and Proxemics can enhance storytelling?	

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Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 4 Week 4 **To be able to use entrances, proxemics and levels to block transitions in Physical Theatre**	***Stagecraft, shapes, balances, choreograph, transition***	Introduce students to the importance of transitions and techniques	Demonstration of techniques Within the storytelling	I can… Explore different ways of linking shapes and balances together. Choreograph interesting transitions between balances and shapes.	How can I enable the group to develop transitions in an interesting way? How do we get ready to perform in a concentrated and serious way?	
Lesson 5 Week 5 **To develop physical story-telling skills**	***Story-telling, physical, audience awareness***	To develop ideas and create clearer communication to the audience	4 rehearsal tasks	I can… - Refine my physical theatre story with audience awareness -Perform a key moment of my story with my group. -Evaluate my physical theatre performance so far.	How do I ensure my group stays on task during rehearsal? What is the key moment in the piece and how do I show this?	
Lesson 6 Week 6 **To refine and perform my Physical Theatre story.**	***Story-telling, physical, audience awareness***	To be able to rehearse a scene for performance	Rehearse and perform my scenes in a set structure	I can… - Rehearse my physical theatre story with audience awareness -Perform a key moment of my story with my group. - Perform my PT story to an audience	How do I get into character and stay there for the performance? What are the important things to remember when giving feedback to another group?	

Holy Family Catholic School – Faculty of Drama Autumn Half-Term 2 Year 7

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 7 Week 7 **Create a new story**	Devise Create Collaborate	To use your own story using PT techniques explored throughout the half term	Demonstration	I can… Create and perform using PT, GSPEED, DEPART and BEPLACES	What are we trying to communicate as a group? How do we use the skills we have learnt to tell the story?	Red Zone task Create your own story using physical theatre techniques. Perform to peers