

James Oliver - Abstract

Silent Movies: a Year 7 scheme of work.

Aims

There are three *aims* for this scheme of work.
The first two relate directly to the topic.

1) For pupils to understand some of the simple theories and techniques of *Silent Movies* and *Drama*.
Including: *mime*, *facial expression*, *physical gesture*, *characterisation*, *freeze-frames* and the use of *music* and *placards* in performance.

2) For pupils to devise their own *Silent Movies* using the above mentioned skills and techniques.

The third *aim* relates to departmental criteria for Year 7:

3) To encourage co-operation and work between the sexes.

Scope

This scheme of work will be taught to three Year 7 groups over an anticipated period of six weeks, with week 7 acting as a reserve lesson for uncompleted work, or showing film footage of pupils' *Silent Movie* presentations with subsequent critical evaluation.

Hopefully there will be some collaboration with the Music department.

Summary of Content

Week 1 - Introduction. Show *film extracts*. Initial exploration of *mime*.

Week 2 - *Facial expression*, *physical gesture*, *freeze-frames*, *chase and fight sequences*.

Week 3 - Responding to *Silent Movie music* stimuli, subsequent *presentations* using *music* and *placards*.

Week 4 - Working from text. Acting out short story in *mime*. Photos taken using digital camera to help pupils create their own poster.

Week 5 - Rehearsal using *props*, *costume* and *musical instruments*.

Week 6 - Presentations and recording.

Week 7 - Playback and full evaluation.

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Skills	Understanding	Information
Mime	Silent Movies - Genre	Situation Comedy
Facial expression	Performance technique	Creative Skills
Physical gesture	Critical evaluation	
Freeze- frames	Good vs. Evil	
Characterisation	Clowning	
Role Play	Exaggeration	
Performance		
Creating a poster		
Use of Music & Placards		
Evaluation		

Differentiation - Work will be differentiated in a variety of ways:

Differentiation By Resource - Film extracts, Video camera & VCR, Tape recordings of 'silent movie' music.

Differentiation By Task - Pupils follow an appropriate range of tasks, building learning routes i.e. solo, pair, small group.

Differentiation by Support - Individual support from teacher & small group tutoring - with *mixed ability* groups. Celebration of achievement.

Differentiation by Response - Making *course objectives* and *assessment criteria* accessible, ensuring that *response* reflects what the student has achieved.

Differentiation by Outcome - Variety of tasks and homework, both *open* and *closed*.

Assessment

My own work will be evaluated personally and by at least one other member of staff - my head of department.

Pupils' learning will be evaluated in relation to their *homework* and also *poster display* as well as *individual* and *small group presentations*.

Oral evaluation will also be a major part of pupil's assessment. Particularly in relation to picking out each others *magic moments*, linking to a *Celebration of Achievement*.

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Recording

The final pack will include photographic evidence of pupils' practical work, along with live videotape of pupils' final small group presentations.

My own assessment and marking records of pupils' work will also be included in the pack. Demonstrating the separate areas for assessment.

The pack will also contain all lesson plans and notes along with evaluations and evidence of pupils' work.

Pupils will also complete **Silent Movie Yr. 7 Drama Challenge Exam Questions** at the end of the topic and sample answers will also be included.

James Oliver - Rationale

Silent Movies: a Year 7 scheme of work

There are many reasons why I have chosen to undertake this particular *scheme of work* at *Canon Palmer Catholic School*.

The first reason, is that the first half of the Summer Term, in relation to the School's Year 7 Drama Programme of Study (Departmental Handbook) is referred to as a **Drama Challenge** - which effectively is a *practical examination* of the Student's work. This 'challenge' must provide them with an opportunity to put into practice and develop the *skills* and *techniques* used during their first year and also actively reinforce *learning*.

The *Silent Movies scheme of work* I have developed has numerous and varied activities which enables the Drama Teacher to gain a wide range of marks for each pupil - including a variety of written activities. This is designed to allow the Teacher to identify each pupil's strengths and weaknesses, proving very useful for end of year *Reports*.

The contrast of activities ensures that the work is *differentiated* in a number of ways (please refer to *Abstract*) and the concentration on *mime, physical gesture & facial expression* is there to particularly help those pupils with English as a Second Language and also those who still lack a little confidence in Drama - to play a full and active part in practical work. Purposely selected *mixed ability groupings* are enforced to make sure all pupils have the opportunity to achieve the best they are capable of.

This *scheme of work* has been designed in such a way, as it can be left at the school to possibly form the basis of the **Year 7 Drama Challenge** in future years. Therefore it is important to stress how the *scheme of work* ties in with the Drama Department *aims & objectives* for Year 7.

Aims

There are three *aims* for this scheme of work.
The first two relate directly to the topic.

- 1) For pupils to understand some of the simple theories and techniques of *Silent Movies* and *Drama*.
Including: *mime, facial expression, physical gesture, characterisation, freeze-frames* and the use of *music* and *placards* in performance.
- 2) For pupils to devise their own *Silent Movies* using the above mentioned skills and techniques.

James Oliver - Rationale

Departmental Aims

The third main *aim* relates to departmental criteria for Year 7:

3) To encourage co-operation and work between the sexes.

However, there are six other Departmental *aims* which are actually adequately addressed in the *Silent Movies scheme of work*:

4) To lay the foundation for effective Drama activities and experiences.

5) To develop confidence and concentration.

6) To develop co-operation, sensitivity and empathy with peers.

7) To overcome reluctance and shyness.

8) To encourage respect for other people's work.

9) To encourage respect for the cultural background of others.

It is anticipated that this last *aim* will be addressed via the diversity of the final *small group presentations* and including the fact that Groups are mixed *gender & race*.

Departmental Objectives

As well as covering all Drama Department *aims* (in some form), the *topic* also allows for the possibility of every Year 7 *objective* to be covered throughout the series of seven lessons:

1) Begin to develop an understanding of co-operative group work.

2) Begin to develop a sense of trust in each other.

3) Begin to improve listening skills.

4) Begin to improve observation skills.

5) Begin to develop spacial awareness.

6) Increase physical control by means of freeze framing and movement.

- 7) Begin to develop an understanding of the use of language registers.
- 8) Encourage imaginative responses to Drama experiences.
- 9) Begin to create simple characterisations and role play.
- 10) Begin to develop an understanding of the evaluation of practical work, both their own and that of others.
- 11) Begin to develop a vocabulary of Drama terminology.

Please refer to separate *lesson plans* which indicate the separate *objectives* for each lesson.

School Objectives

Lastly, when devising this *scheme of work* I felt it important to fully take the School as well as the subject into account when planning work.

Therefore, I am pleased that the *topic* covers several of the *objectives* highlighted in the **Canon Palmer Catholic School Mission Statement:**

1. c) To help pupils use a language sensitivity and appropriately in communication with others.
2. a) Help pupils develop lively enquiring minds with the ability to question and argue rationally and apply themselves to tasks and physical skills.
2. b) To help pupils to acquire knowledge and skills relevant to an adult life in employment in a fast changing world.

These three *objectives* refer to the *social skills* which Drama is best placed to actively encourage and develop. The *Silent Movies scheme of work* is no exception and certainly allows for the development of these *social skills*.

Homework Plan

Week 1 (1) Fill in a table highlighting the differences between Film and Stage in Silent Movies.

FILM	STAGE
Recorded music	Live music
Unlimited space	Restrictions
Sets	Use imagination
Properties	Mime

(2) Write your own Drama definition of the following key words: Mime, exaggeration, facial expression, physical gesture and dramatic tension.

Week 2 (1) Evaluation of the techniques used in the lesson.
(2) Make a one word placard i.e. "Help" or "Kiss"

Week 3 Evaluation - How did your group interpret the music and what 'silent movie' did you create.

Week 4 Create a poster to advertise your production. You can use cuttings from magazines, coloured pens and the photograph of your group's image.

Week 5 Extra rehearsal. Making your own instruments! Also find simple props and items of costume.

Week 6 Performance Write-up.
(1) What pleased you most about your performance.
(2) What was your magic moment.
(3) If you performed again what improvements would you make and why?
(4) Set yourself two targets for future practical work.

Silent Movies - Lesson 1

Objectives - By the end of the lesson the pupils will be able to:

- (1) Understand and analyse some of the techniques and theories behind *Silent Movies*.
- (2) Use mime as an effective drama technique.
- (3) Practice exaggerated physical gesture.
- (4) Encourage imaginative responses to drama experiences.
- (5) Begin to develop a vocabulary of Drama terminology.

Assessment Method

Pupils' initial learning in the topic - will be evaluated via their homework. (See Homework Plan for Week 1 Homework)

Time	Teacher Activity	Pupil Activity
5 Mins	Welcome pupils	Change and prepare
10 Mins	Register. Explanation of topic & H/wk - Final assessment to form basis of Reports.	Pupils answer names. Write down homework & key words for topic. Ask questions.
5 Mins	Solo work instruction - must be exaggerated and silent. Spotlighting.	1) Trying to frantically tear a piece of paper. 2) Trying to pick up a coin stuck to the floor.
10 Mins	Pairs, 4's & 8's	Working as a team to try and dislodge a chair stuck to the ground.
5 Mins	Whole Group - role play.	Sticky Glue.
5 Mins	Evaluation	Techniques and Humour Dramatic tension.
10 Mins	Show short clip of 'The Kid'	Think about questions below.
5 Mins	Lead evaluation Make sure pupils recognise the link between answers given and homework.	1) Why is it funny? 2) What is the acting like? 3) How does the music and placards work? 4) How is film different from stage?
5 Mins	Instruct pupils to tidy room and change footwear prior to dismissing them. Further opportunity to ask questions.	

Silent Movies - Lesson 2

Objectives - By the end of the lesson the pupils will be able to:

- (1) Recognise and use physical gesture.
- (2) Use freeze frames to explore an idea or theme.
- (3) Understand the comic effect and use of 'chase' and 'fight' sequences.
- (4) Begin to develop an understanding of co-operative group work.
- (5) Increase physical control by means of freeze framing & movement.

Assessment Method

Individual marks for co-operation and use of freeze frames. Assessment will also come via their homework. (See Homework Plan for Week 2)

Time	Teacher Activity	Pupil Activity
5 Mins	Welcome pupils	Change and prepare
5 Mins	Register. Collect in H/wk & explanation of new H/wk. Q) What kind of words would appear on a placard?	Pupils answer names. Write down homework. A) 'Help!' 'Kiss' 'Pow!' 'Oh no!' 'Ahhh!' etc.
10 Mins	Show clip from 'The Kid.' Lead evaluation	Answer: 1) Why is it funny? 2) What bits did you like? 3) How did they use captions and music?
5 Mins	Physical Gesture Warm-up. <i>Chase & Fight Scene</i> gestures - alongside <i>Chase</i> music.	Running on the spot - throwing a punch, shaking fist, performing a kick, pointing a finger.
5 Mins	Solo work. F.F. to show different characters.	1) Tramp 2) Police Officer 3) Bully 4) Hero
10 Mins	Pairs. Show a fight using 3 F.F. Spotlight some pairs.	Think about: Safety & Beginning / Middle / End.
5 Mins	Groups of 4-5. Show a <i>Chase</i> scene using 3 F.F.	B/M/E & Slow motion movement between F.F.
5 Mins	Spotlight & Evaluation	Q) Who is being chased? What characters are there? How do we know?
5 Mins	Group Evaluation	What have we learnt today?
5 Mins	Instruct pupils to tidy room and change footwear prior to dismissing them. Further opportunity to ask questions.	

Silent Movies - Lesson 3

Objectives - By the end of the lesson the pupils will be able to:

- (1) Appreciate the use of music in *Silent Movies* and use it to develop a text in performance.
- (2) Begin to develop an understanding of co-operative group work.
- (3) Increase physical control by means of freeze framing and movement.
- (4) Begin to improve *observation* and *listening* skills.

Assessment Method

Group marks - (individually moderated) will be given for *Small Group Presentations*. Assessment will also come via their homework. (See Homework Plan for Week 3)

Time	Teacher Activity	Pupil Activity
5 Mins	Welcome pupils	Change and prepare
5 Mins	Register. Collect in H/wk & explanation of new H/wk.	Pupils answer names. Write down homework.
5 Mins	Set up previously designated groups & put them in space.	On piece of paper given - Write names and Group no.
10 Mins	Play 4 pieces of <i>Silent Movie</i> music.	3 or 4 words to describe music - pace, feelings, emotions, story.
12 Mins	Set up rehearsal. <u>Note</u> use placards that were made for H/wk, as much as possible.	Task: Chose one piece of music and create a scene to be performed alongside it. <i>Remember to use emotions.</i>
18 Mins	Performance & Evaluation of all Groups. (Seven groups) <u>Note</u> order determined by music on tape.	Perform or answer questions. 1) Magic Moment? 2) How does the music and placards help the drama? 3) Use of other techniques?
5 Mins	Instruct pupils to tidy room and change footwear prior to dismissing them. Further opportunity to ask questions.	

Silent Movies - Lesson 4

Objectives - By the end of the lesson the pupils will be able to:

- (1) Work co-operatively in mixed groups.
- (2) Develop imaginative responses to Drama experiences.
- (3) Begin to create simple characterisations and role plays.
- (4) Begin to improve *observation* and *listening* skills.

Assessment Method

Group marks - (individually moderated) will be given for *Small Group Presentations* of their *frozen pictures*. Assessment will also come via their homework. (See Homework Plan for Week 4)

Time	Teacher Activity	Pupil Activity
5 Mins	Welcome pupils	Change and prepare
5 Mins	Register. Collect in H/wk & explanation of new H/wk.	Pupils answer names. Write down homework.
5 Mins	Read - <i>The Poor Wretch</i> .	Listen and start to think about movements.
10 Mins	<i>Solo work</i> - Read up to 'there stands the evil landlord.'	Act out the story using exaggerated <i>mime</i> .
10 Mins	<i>Pair work</i> - Narrate the rest of the story, for pupils to act out using <i>mime</i> .	1) One poor person 2) One evil landlord if a 3) One Henchman
15 Mins	<i>Group work</i> - Devise a 'Silent Movie' version of the scene which ends with the hero/heroine rescuing the poor person. <u>Must</u> finish with a <i>frozen picture</i> .	In groups of 4 or 5. 1) One poor person 2) One evil landlord 3) One evil henchman 4) One hero/heroine 5) One police-person
10 Mins	<i>Presentation of frozen pictures</i> . Take photographs to be used for <i>posters</i> . <u>Note</u> pupils must leave space on their poster for an A4 sheet - Group photograph.	<i>Perform or Evaluate</i> . Q) What techniques and skills have we developed this lesson? Q) How has the group ended their <i>Silent Movie</i> ?
5 Mins	Instruct pupils to tidy room and change footwear prior to dismissing them. Further opportunity to ask questions.	

Silent Movie Scene Structure

- 1) Poor person 2) Villain and Sidekick 3) Capture 4) Railway Line
- 5) Rescue 6) Chase 7) Victory

Silent Movies - Lesson 5

Objectives - By the end of the lesson the pupils will be able to:

- (1) Develop an understanding of co-operative (mixed) group work & develop a sense of trust in each other.
- (2) Begin to develop spacial awareness.
- (3) Develop imaginative responses to Drama experiences.
- (4) Begin to create simple characterisations and role plays.
- (5) Begin to improve *observation* and *listening* skills.

Assessment Method

Group marks - (individually moderated) will be given for rehearsing in their *mixed ability groups*. Assessment will also come via their homework. (See Homework Plan for Week 5)

Time	Teacher Activity	Pupil Activity
5 Mins	Welcome pupils	Change and prepare
5 Mins	Register. Collect in H/wk & explanation of new H/wk.	Pupils answer names. Write down homework.
5 Mins	Explain <u>Exam Task</u> : You have the lesson to create a short <i>Stage Silent Movie</i> - which has a clear <i>theme</i> or <i>message</i> . Make sure you use all the <i>techniques & skills</i> you have developed so far.	Listen and ask any relevant questions. Get into pre-determined groups.
30 Mins	Pupils rehearse Give supervised help and assistance. Check for problems. Any needs?	1) Decide on <i>story & theme</i> . 2) Rehearse their <i>story</i> . 3) Decide on what needs to be done before performing next week.
10 Mins	Spotlight Groups for 1 Min.	Q a) What am I looking for? b) How successful has the group been? c) How can they improve their mark?
5 Mins	Instruct pupils to tidy room and change footwear prior to dismissing them. Further opportunity to ask questions.	

Silent Movies - Lesson 6

Objectives - By the end of the lesson the pupils will be able to:

- (1) Develop an understanding of co-operative group work.
- (2) Appreciate drama in performance as both participant and spectator.
- (3) Begin to develop an understanding of the use of language registers.
- (4) Begin to develop a vocabulary of Drama terminology.
- (5) Begin to develop an understanding of the evaluation of practical work, both their own and that of others.

Assessment Method

Group marks - (individually moderated) will be given for final *small group presentations*. Assessment will also come via their homework. (See Homework Plan for Week 6)

Time	Teacher Activity	Pupil Activity
5 Mins	Welcome pupils	Change and prepare
5 Mins	Register. Collect in H/wk & explanation of new H/wk.	Pupils answer names. Write down homework.
5 Mins	Reaffirm <i>task</i> and expectations of behaviour.	Ask any relevant questions or raise problems.
10 Mins	Check groups are ready to perform. Eradicate problems.	Opportunity for short recap and practice. Organisation.
30 Mins	Presentations. Organise space and set up video-camera to record <i>Silent Movies</i> .	Perform or answer two questions for each group: 1) What was the <i>Silent Movie</i> about and what was their theme? 2) What was their <i>magic moment</i> - describe why it was effective?
5 Mins	Instruct pupils to tidy room and change footwear prior to dismissing them. Further opportunity to ask questions.	

Silent Movies - Lesson 7

Pupils enter and arrange tables and chairs ready for their exam.

After a short explanation and reaffirmation of expected behaviour, pupils have the rest of the lesson to complete the **exam questions** in silence.

It is anticipated that the Drama Teacher will survey the class and give help to pupils who have difficulty reading the questions.

Silent Movies Yr. 7 Drama Challenge Exam Questions

Write the **title** along with your **name** and **form** on each separate piece of A4 paper you use.

Please answer each question honestly and in as much detail as possible. You are welcome to use your Drama books and include sketches and drawings of your work. Remember to use the language of Drama.

- 1) What was the theme of your *Silent Movie*? Why did you chose this as a theme?

- 2) How well did you work as a group? Did your ideas change a lot during the rehearsal process.

- 3) Who was your *character(s)* and what *skills & techniques* did you use to create them. Give examples of the *physical gestures* (i.e. shaking fists), *facial expressions* and *exaggerated mime* you used.

- 4) What *Drama* and *Silent Movie* techniques did your group use in your work? Give detailed examples of *freeze-frames*, *slow motion*, *mime* and *placards* you used in your *Silent Movie*.

Bonus How did these help tell your story and communicate the theme?

- 5) If you performed again - what changes would you make to improve your work?

- 6) What did you like best about other group's work? What was one group's magic moment - describe why it was so effective?

- 7) What was your *favourite* moment during the *Silent Movies* Topic and why?

- 8) Finally, write down your two targets for future practical work.

If you have finished, read through your answers and check that they make sense and that your spellings are accurate.

Well done.

The Poor Wretch

It's snowing, it's very cold - you are shivering. The house you live in is letting in the wind.

You are starving, you haven't eaten for days. You decide to check the cupboards one last time for something to eat but they are all empty!

You have an idea! - looking down at your feet you remove your old boot. Smell the leather aaaaahhhhh. Take out the lace that will do for afters. You find an old pan and you take it to the sink to fill it with water but alas the taps are frozen.

You hobble outside into the snow and collect some in your pan. You come back inside shivering all the time. You find your last match - light it carefully - light your candle and then hold your pan over the candle. Slowly the snow starts to melt and steam rises, you feel better already. Take your boot and put it in the pan - stir it around - oh the lovely aroma!

Suddenly you hear a knock at the door. You ignore it but it comes again. You decide to go to the door - you open it - there stands the evil landlord with his more than evil sidekick.

They burst into the room, searching for the rent, but they find nothing. They march you out of the house, you plead for mercy, but no they force you to march down the hill. At the bottom of the hill they tie you to the train track, waiting for the arrival of the next train!!

(Here the old movie breaks down.)