

CELEBRATION

YEAR 7 SCHEME OF WORK

AIMS

1. For pupils to understand the ways in which different countries may celebrate and why.
INCLUDING: Story, Dance, music, exchanging of gifts.
2. For pupils to develop a basic standard of non-verbal communication.
INCLUDING: Dance, Mime, Gesture, Spatial Awareness in relation to other characters.
3. To work co-operatively as a group and encourage to mixing of groups.

SCOPE

This scheme of work shall be taught to a Yr. 7 group embarking on a scheme of work called 'Celebration'. It shall be taught over a period of 6 weeks with a possible 7 for uncompleted work, or a written/practical exam at the end.

SUMMARY OF CONTENT

- Wk 1** - Introduction to the group, encouraging the use of imagination through Mime, introducing the idea of Tradition and giving/receiving gifts.
- Wk 2** - What is celebration to them; making scenes believable through energy and body, freeze frames.
- Wk 3** - Rhythm, music, dance, character, tradition of another country, group co-operation, atmosphere.
- Wk 4** - Story as a Tradition, another countries celebrations, getting into role, spatial relationships with other characters.
- Wk 5** - Body as sign/reaction, solutions, story as a symbol for the Jewish community.
- Wk 6** - Using a stimulus, drawing on techniques, assessing their learning, assessing co-operation As a group.
- Wk 7** - Possible continuing work from last week, see pieces of work, reflect on work in written form.

SKILLS UNDERSTANDING INFORMATION

- CELEBRATION** - Forms of celebration within different countries.
- MIME** - Clarity, as story.
- BODY LANGUAGE** - Expressing emotion, symbolising an event through image, as an Expression of celebration, body as rhythm.
- MUSIC** - Rhythm using only the actor.
- SPATIAL AWARENESS** - Relationships between characters, distance as effect.
- FREEZE FRAMES** - Energy within a still picture through the body.
- CHARACTERISATION/ROLE PLAY** - Through the body, through the situation.
- NARRATION** - Telling of a story, poem.

CHARACTER THOUGHTS

TIR - Help guide performance.

SPIDER-GRAM - Encourage development of ideas.

EVALUATION

DEPARTMENT OBJECTIVES

- Cross curricular - English, speaking and listening
RE, spirituality and belief
- Festivals from other cultures/countries
- Individual and group work.
- Equal opportunities, Special needs.
- Research stories from home.
- Purpose of symbols.
- Written work.
- Clarity of imagery.
- Symbolic sound and movement.
- Tradition, Morals.
- Performance building confidence.
- Voice projection Music, atmosphere.

HOMEWORK PLAN

<u>WEEK</u>	<u>TASK</u>
1	Make a Spider-gram of words that you think of when you hear the word 'CELEBRATION' THINK: What kind of things do you do when you Celebrate etc.
2	-----
3	Write a written reflection on your Warrior Dance. How did you feel? What elements help to create a Warrior character? What did you do to get into your Warrior role? How did the rhythm help/not help you?
4	Write an outline of the Purim Story that is associated with the Jewish festival of Purim. What was the teacher looking for in our class performance in the lesson?
5	Write a diary entry for the King, sharing his thought about the situation. Come to a solution by the end of the entry. Write as if your are the King (In role).
6 or 7	Reflect on the work we have done in relation to the performance. STARTER QUESTIONS; How did you perform the poem? Was it effective/did it work? How might you change the piece? Make a list of Traditions, that we have to celebrate certain events. THINK: Christmas, Halloween etc. (If you can, try to find out Traditions from other countries.) How do these link to Drama?

SCHEME OF WORK

CELEBRATION

LESSON ONE

Objectives:

- Focus the class
- Use the box as a stimulus.
- Introduce them to ideas of gifts as a Tradition.
- Give them a starting point for their 'Celebration' spider-gram.

Warm up:

- Three ball name game - Pass the ball to someone in the circle & say his or her name.
Know one must pass to someone who has already had the ball.
Once the ball has been around once do it again, throwing to the same person.
Include another ball. Can o up to three balls.
- Stop, Move, Change - Teacher gives commands.
1 clap = Stop
2 claps = Move
3 claps = Change direction

Transition:

- Introducing the Box - Box placed in middle of the circle.
How did it get there?
Volunteers to show different ways of discovering the box
Teacher as a Model
- Question, What might be in the box?

Main:

- Magic Box - Each pupil produces something from the Box
They give a Mime and the class have to guess what it is.
- Group Work (4's) - Decide what this box is used for.
What is inside the Box?
Who does it belong to?
Create a short scene showing these things.
- The Gift - The Box was a gift for someone.
Tradition to give gifts.
What celebrations involve sending/receiving gifts?

Homework:

- Produce a spider-gram of words that you think of when you hear the word 'Celebration'
THINK: What do you do at a time of celebration?

LESSON TWO

Objectives:

- Build energy within the class for their pieces.
- Idea of celebration as a happy event.
- Get them thinking about how their body language and facial expressions can make something more believable.

Warm up:

- Celebration Spider-gram (build on the board with class).
- Keeper of the Keys (game).
- Repeat that action - Walk around the room normally.
Now lead with your knee.
Lead with your shoulder.
Lead with your opposite knee and shoulder.
FREEZE.

Transition:

- Getting into group's game e.g. shout out numbers and they have to sit in a group of that number.

Main:

- Freeze Frame of Celebration - Take one of the words from the spider-gram and turn it into a Freeze Frame.
- Show the work - Audience guess what word it is.
Encourage Facial Expression (Believability)
Focus

LESSON THREE

Objectives:

- Body as performance.
- Creating sound using themselves as the source.
- Dance as a symbol.
- Introducing celebration from another country.
- Creating atmosphere through movement and sound.

Warm up:

- What did we look at last week?
Going to look at a way of celebrating in another country.
- The 'HA' game - Idea is to work as a team in unison, like a tribe of Warriors.
In a circle, all jump forward at the same time and shout 'HA'.
They are not counted in; it has to be on instinct.

Transition:

- Getting into role - Listen to the beat of the drum.
How does it make you feel?
Move with the beat.
What sort of person/character are you?
(It will be like a Warrior hunting etc and they will pick up on this.)

Main:

- Sculpture & Statues - In pairs
Of an African Warrior
Of an African Chief
How have they been positioned?
- Give background details of the N'cwala Ceremony e.g. when is it held?
- Building a rhythm - Build a rhythm by splitting the class into three groups.
Each group has a different rhythm that they can do simultaneously.
Can start off sitting down and then begin moving around.

Dance and music are part of the 'Celebration'

Homework:

- Reflection on the lesson - How did you feel? Etc. (Give more detail to children.)

LESSON FOUR

Objectives:

- Getting them into role.
- How distance between characters can be important in a scene.
- The tradition of Worship and Social structure.

Warm up:

- What did we do last week? (Recap)
- The 'HA' game.
- Count to 10 - As a group count to ten but only one person can say a number at a time.
If two people say a number then you must start from the beginning.
- Count to 20

Transition:

- Building a picture of the N'cwala ceremony - THINK: Chief
Chief's family
Worshippers
Entertainers

Main:

- Worship - Think of a line of text that you believe a Zambia warrior might say to worship. Think about the rhythm we used last week. Would you include this?
- Performance - Looking for focus/concentration.
Character
Atmosphere

Homework:

- Write the outline of the Purim story that is the bases of the Jewish Festival of Purim.
- What was the teacher looking for in our performance in the lesson?

LESSON FIVE**Objectives:**

- Getting them into role.
- Get them thinking about character dilemmas and thought of a character.
- Writing in role.

Warm up:

- Discussion - Recap: a gift is a tradition; Nativity is a tradition at Christmas. Christmas is based around a Story.
- Homework - Tell me what you have found out.
The Jewish festival is based around a Story.

Transition:

- Getting into role - Talk the class through certain activities that leads then into getting up, dressing as a King and entering the thrown room.
- Model - With the class the teacher places all the character of the story in a Freeze Frame. Pupils act as the other characters.

Main:

- Pupils build a picture of their own showing any moment within the story so far.
- Introduce new skill, Thought Tracking - Pupils each prepare a thought about how their character is feeling at that moment.
- TIR - Teacher enters the last scene as a messenger with news from Haman that the Queen is a Jew. FREEZE

Homework:

- Write a diary entry as the King sharing his thoughts and feeling about his Queen being a Jew. By the end of the entry decide on what you (the King) are going to do.

LESSON SIX**Objectives:**

- Working on a specific role (soldier).
- Thinking as that character.
- Experience TIR to help encourage their own role- play.
- Encourage thought about what makes up a character.

Warm up:

- Recap the story so far.
- Recap what we did last lesson - Make a note of Thought Tracking & Writing In Role.
- Set the scene - Whilst the King is deciding what to do, Haman decides to take action.

Transition:

- Haman (TIR) goes to the Kings army who he has great influence over.

- Pupils = Kings army
- Set up the soldier's character. Ask the class how they would react when Haman walks in.
How would they stand?
How would they answer? Etc.

Main:

- THE PLAN - Need to come up with a plan to get rid of the Queen. Do not have to kill her.
If there is no Queen then the King will go with Haman's plan.
In groups devise a plan and show Haman exactly what you would do.
- Present plans - TIR as Haman for the whole lesson.
- Conclusion - After you have seen all the plans Haman (TIR) says;
'We are too late, the King has already made his decision.'

Homework:

- Reflection on lesson - What did you do?
How did you feel?
What did you learn? Etc.

LESSON SEVEN

Objectives:

- Revision on techniques covered.
- To assess the class on the work they have done.

NB Can assess the group from the beginning of the lesson.

Warm up:

- Change that action - One person goes out.
One pupil starts an action and the class have to follow.
If the action is changed they have to follow that person.
The pupil who went out has to decide who the leader is.
- The adverb Game - Person goes out.
Class decide on an adverb (word that ends in 'ly')
Person comes in and can ask the class to do any three things they like.
The class will do these things in the manner of that word e.g. Slowly.
The person has to guess the word.
- Class question - Where have they used Mime before?
(Magic Box, Getting Into Role)

Transition:

- Tell the end of the story of Purim

Main:

- Freeze Frame - In groups show a Freeze Frame of people watching the Execution.
Do Not want to see the execution, only the onlookers.
Think: Where are your eyes focused?
Are you a Jew or a relation?
Tell the class what you are looking for in a good Freeze Frame.
- Show work - Assess the groups on the things that you said you are looking for.
- Building - Gradually build all the Freeze Frames into one picture so it is a crowd.
Can take a photograph of this moment, the final scene.