

Year 9

Term	Autumn
Topic	Exploring Prejudice and Identity in Society
Big Question	How does prejudice define your identity in society? 'Refugee Boy' by Benjamin Zephaniah Celebrities and Fame – Physical Theatre
Concepts	<p>Characterisation</p> <p>Facial Expression</p> <p>Body Language</p> <p>Gait</p> <p>Thought-tracking</p> <p>Vocal expression – pitch, tone, volume, projection</p> <p>Stage directions</p> <p>Non-verbal communication</p> <p>Power and status</p> <p>Monologue</p> <p>Building tension</p> <p>Hot-seating</p> <p>Marking the moment</p> <p>Role on the wall</p> <p>Forum theatre</p> <p>Classroom whoosh</p> <p>Living newspaper</p>
Knowledge	<p>Why is a strong characterisation important in performance?</p> <p>How can we achieve realistic characterisation in performance?</p> <p>What is thought tracking?</p> <p>How can we use emotions to convey further layers to a character in performance?</p> <p>How can hot-seating be used to explore the emotions of a character to help add further layers of meaning?</p> <p>How can we build levels of tension in performance?</p> <p>How can power and status determine the dynamics between characters?</p>
Skills	<p>Develop ability to create a successful portrayal of character in performance.</p> <p>Develop ability to understand narrative and explore own interpretations of a modern narrative based on identity.</p> <p>Learn how to build tension in a performance and how to create altering dynamics based on power and status.</p> <p>How to use drama theatrical skills, such as crafting a monologue and levels, to allow the audience to understand how a character is feeling at given moments of the text.</p> <p>How an actor can 'mark the moment' in a piece of live theatre and the effect of doing so.</p> <p>How to create a 'living newspaper' to compliment the meaning of a performance.</p> <p>How to use rehearsal techniques, such as hot-seating and forum theatre, to explore the backstory to a character to highlight further meaning.</p> <p>Develop communication skills when working as a team to listen, share and advise with peers.</p>
Common Misconceptions	<p>Drama is simply about standing up and delivering lines when performing as a character.</p> <p>When performing, actors can only use the given circumstances of the script to understand their character and are limited to this.</p> <p>To create a successful performance, you rehearse the same scene time and time again until it is perfect.</p> <p>Students are limited to playing characters / genders of their own background and cannot branch out to others when performing.</p> <p>Stage directions are only signs to the actor on how to act, think and speak and have no other meaning.</p>
Key Vocabulary	<p>Non-verbal communication</p> <p>Physical Embodiment – facial expression, characterisation, body language, expression</p> <p>Vocality – tone, pitch, pace, volume, projection.</p> <p>Stage directions</p>

	<p>Semiotic Proxemics Monologue Levels Power and status Role on the wall Forum theatre Marking the moment</p>
Assessment Points	<p>Regular peer and self-reflection when watching the work of others Consistent verbal feedback offered by the teacher on small scenes created in class. Quiz questions to consolidate understanding. Key vocabulary check through cold calling and homework tasks Mid unit written reflective questions in booklet based on performance created, including monologue task</p>
Diversity, Inclusion and Personal Development	<p>Refugee Boy focused on the story of characters from different backgrounds, including a wealth of ethnicities and stories that highlight social difference and diversity in modern day society. It tells the story from different perspectives, allowing students to gain an insight in how these characters feel and what similar characters have been exposed to in real life. This unit allows students of all backgrounds to feel included as the range of characters appeal to all. Students can relate to the characters and can understand, and show empathy, for the racial issues and journey, that they have experienced.</p>
How parents can be of support	<p>Discussions with pupils on what skills have been explored in lessons. Parents can discuss real life issues, such as topical news and events, to allow students to be aware of the prejudice attitudes in society and how certain people from different walks of life experience different hardships and challenges. Help pupils to access film / TV / video clips to expose them to a wealth of information and content. Testing knowledge of key words in the glossary in the assessment booklet to ensure pupils know what they are and why they are used in theatre. Allow pupils to ask questions to consolidate their understanding further.</p>
Extra Curricular Links – further/wider reading, TV or film, useful websites etc.	<p><i>Students / parents could do the following to help skills in this unit:</i></p> <ul style="list-style-type: none"> • Watch short clips of Refugee Boy on YouTube https://www.youtube.com/watch?v=Z1fmPuhUS3A to help guide understanding on narrative, themes and characters • Drama key word game https://wordwall.net/resource/73568512/drama-key-vocabulary • Access to the full text https://www.keithebooks.com/sites/default/files/ebooks/REFUGEE%20BOY.pdf • Leeds Playhouse: https://leedsplayhouse.org.uk/wp-content/uploads/2018/06/Refugee-Boy.pdf • Activity pack: http://www.bristolreads.com/small_island_read/downloads/refugee_boy_activity_pack.pdf • New Boy, short film trailer: https://www.youtube.com/watch?v=FdeioVndUhs • Benjamin Zephaniah and Lemn Sissay in conversation: https://www.youtube.com/watch?v=DoZxGkrX6g0 • Refugee Boy pack https://resource.download.wjec.co.uk/vtc/2021-22/wjec21-22_1-2/batch-b-pdf/refugee-boy.pdf