

Year 7

Term	Summer
Topic	Exploring Emotions – Inside Out
Big Question	<u>How can we use emotions, physically and vocally, to modernise interpretations of characters?</u>
Concepts	<p>Characterisation Facial Expression Gait Still Images Body Language Thought-tracking Narrative Role Play Emotive response Non-verbal communication.</p>
Knowledge	<p>Why is a strong characterisation important in performance? How can we achieve realistic characterisation in performance? How can we use emotions to understand characters at a deeper level? How can we practically and emotionally convey how a character is feeling through their presentation on stage and interactions with other characters? Why is conveying emotions in a drama performance so important?</p>
Skills	<p>Develop ability to create a successful portrayal of character in performance. Develop ability to practically explore a wealth of emotions and identify how to use the body, and voice, to convey them effectively. To be able to explore a range of different emotions and experiment with how to effectively embody these as an actor. To explore different interactions and relationships that these emotions may have and how we can use this to build narrative in a performance. Develop confidence when using scripts in performance. Develop communication skills when working as a team to listen, share and advise with peers. Develop an understanding of how emotions are used in particular storylines, and how this has changed and altered, over time.</p>
Common Misconceptions	<p>When performing, characters have to all play at one level to show how they are feeling. Emotions are only shown through physical interpretations of character. Actors only use emotions at an exaggerated level in a piece of theatre. Facial expressions are only used in Drama, and not something that we use every day to communicate. Non-verbal communication always has to be silent. Shakespeare has to be performed in old English and is limited to this.</p>
Key Vocabulary	<p>Characterisation – facial expression, body language, gait, eye contact, gestures. Physical Embodiment Expression Vocality – tone, pitch, pace, volume. Still images Thought-tracking Non-verbal communication Stage directions Scripts and script writing Asides Call and response</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. Mid unit written reflective questions in booklet based on performance created Final assessment piece based on Inside Out script, where students memorise lines, including students writing their own follow on script for the next scene and performing this, too.</p>

<p>Diversity, Inclusion and Personal Development</p>	<p>Exploration of Inside Out emotions allows pupils to relate to and recognise a character / emotion that best suits them. This then gives them confidence, and an emotion to use a platform for their character.</p> <p>Students are encouraged to explore a wealth of emotions, such as anxiety and worry, to help identify how and why people might feel like that, and how they can then develop this into a practical performance.</p> <p>When creating own performances, pupils have complete control over which emotions they would like to focus on and develop.</p> <p>Characters are always advised to be non-gender specific so that any student can take on the role of any character, regardless of gender, age and background.</p>
<p>How parents can be of support</p>	<p>Discussions with pupils on what skills have been explored in lessons.</p> <p>Help pupils to access film / TV / video clips to expose them to a wealth of diverse acting styles.</p> <p>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.</p> <p>Discussion on different emotions, how we deal with these, how we may physically show signs of these emotions.</p> <p>Watching Inside Out films.</p> <p>Reading extracts from the following Shakespeare texts to expose to a traditional way of conveying emotion – Romeo and Juliet, A Midsummer Night’s Dream, Macbeth.</p> <p>Help pupils access different videos online about how to convey specific emotions with facial expressions, body language and vocality.</p>
<p>Extra Curricular Links – further/wider reading, TV or film, useful websites etc.</p>	<p><i>Students / parents could do the following to help skills in this unit:</i></p> <ul style="list-style-type: none"> • Watch the opening to Inside Out and discuss the physically and vocal differences between the emotions https://www.youtube.com/watch?v=x_NqnMBHVO • Watch different examples of facial expression, body language and emotive expression in films and short clips. • Knowledge organiser in assessment booklet