

# Year 9 – Spring Term

Term	Spring Term
Topic	Silent Movies: Charlie Chaplin
Big Question	<b><u>What is more important, dialogue or action? How do we communicate with an audience effectively WITHOUT speaking?</u></b>
Concepts	<p>Clear Characterisation            Exaggerated Facial Expression            Melodramatic acting            Mimed Narrative            Mime            Comedic Timing            Sequencing movement            The art of Commedia Dell'arte            Stock characters            Building problems and resolution into narrative</p>
Knowledge	<p>Why is a strong characterisation important in performance? How can you communication effectively without using dialogue? What is non-verbal communication? How can we achieve realistic characterisation and developed narratives, in performance, when only using movement?</p>
Skills	<p>Develop ability to plan and sequence an effective physical routine and movement, without any dialogue.            Develop ability to convey a clear plot successfully to the audience by using non-verbal communication.            Being able to establish confidence when using objects in mime – focusing on position in space, weight, size and shape to create a successful interpretation.            Develop communication skills when working as a team to listen, share and advise with peers.            Develop mixed media skills when filming and editing scenes and performance together.</p>
Common Misconceptions	<p>You must have dialogue in performances to be able to communicate to the audience.            Mime is simply one person miming a scenario or situation.            Performance is simply about live acting, standing up and delivering a performance in front of an audience.</p>
Key Vocabulary	<p>Characterisation            Interpretation            Physical Embodiment            Facial Expression            Comic Timing            Slapstick            Melodrama            Gesture            Sequencing            Inter-titles            Continuity            Cutting            Archetypes of characters</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: Reflective questions in booklets peer assessed. Homework task – research and create a fact file about Charlie Chaplin and the style of melodramatic acting presented in Silent Movies.            End of unit assessment: Students rehearse, film and edit a short selection of scenes, complete with costume, music, sound effects and transitions, and present this to the class as their Silent Movie project. This is then presented in a 'red carpet' style presentation. The movie will include reference to everything taught and learnt in this unit – introduction to character types, problems and resolution, using music to compliment the acting, using sound effects to add layers of drama and tension, experimenting with camera angles and transitions, when editing, to add further layers to performance.</p>

<p><b>Diversity, Inclusion and Personal Development</b></p>	<p>The study of Charlie Chaplin and silent movies can include diversity by examining the representation of different cultures, ethnicities, and social backgrounds in his films. It involves analysing how Chaplin portrayed diversity in characters, addressed social issues, and engaged with a multicultural society during the silent film era. Additionally, exploring the impact of Chaplin's work on diverse audiences and considering the contributions of actors from various backgrounds can provide a more comprehensive understanding of diversity within the context of silent cinema.</p>
<p><b>How parents can be of support</b></p>	<p>Discussions with pupils on what skills have been explored in lessons.          Help pupils to access film / TV / video clips to expose them to the Silent Movie genre.          Watching different Charlie Chaplin clips.          Discussion of key terminology and vocabulary relevant to the subject.          Watch modern day versions of slapstick – Tom and Jerry, Mr Bean, Marv and Harry in Home Alone.          Watch different examples of facial expression, body language and emotive expression in films and short clips.</p>
<p><b>Extra Curricular Links – further/wider reading, TV or film, useful websites etc.</b></p>	<p><i>Students / parents could do the following to help skills in this unit:</i></p> <ul style="list-style-type: none"> <li>• Watch short clips of Charlie Chaplin's work on YouTube to support skills and short scenes we are looking at in class.</li> <li>• Chaplin - The Gold Rush <a href="https://www.youtube.com/watch?v=Srnlg2b7y7M">https://www.youtube.com/watch?v=Srnlg2b7y7M</a></li> <li>• Chaplin - The Lion's Cage <a href="https://www.youtube.com/watch?v=mpiEyBKSfJQ">https://www.youtube.com/watch?v=mpiEyBKSfJQ</a></li> <li>• Books: Charlie Chaplin: My Autobiography, Chaplin: His Life and Art by David Robinson.</li> <li>• <a href="https://www.charliechaplin.com/">https://www.charliechaplin.com/</a></li> </ul>