

Year 7 Drama Spring 1

Blended Learning Booklet

Chicken!



Name:

Tutor group:

Teacher:

Aim to complete one lesson each week. Everything can be completed in the booklet and there are two blank pages at the end for extra work.

All videos are online using the classcharts link.

The Knowledge Organiser on page 5 has all the key information and vocabulary to help you with this unit.

Upload all work onto ClassCharts for feedback.

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Big Picture – Year 7 Overview Drama Department



Next
Year

Students are assessed on the making process and the performance.

Students work together in a group and research the topic to make it the best that it can be.

Students are given a criteria for performance and decide what techniques will be useful.

Students look at different pictures and listen to poems and stories from the war.

Assessment

Collaboration and research.

Recollection of techniques

Introduction to stimulus

Students will be assessed on their understanding of the techniques used in Greek theatre and how they apply them in a movement piece.

Assessment

The students look at the Greek story 'Theseus and the minotaur' and explore story telling.



Students learn how to use cannon, shared and unison. They do this through scripted and movement based exercises.

In this unit the students learn about theatre history and ensemble working.

UNIT 5
Devising

UNIT 4
Greek Theatre

Students are introduced to a play script and learn about the conventions and how they differ from a novel.

The play is read as a whole group, small groups or independently. The students are given questions to answer and discussion will take place around themes and genre.

Students will work in small groups to perform sections of the script. They will use techniques from the previous units to help them.

This is a practical assessment and they will perform a section of the text being assessed on vocal and physical skills.

Assessment

Read and analyse

Practical exploration

UNIT 3
Script

Students are given a pantomime script to devise from using costumes, sound and light.



To coincide with the year 7 trip to the local pantomime, the students are asked to research the conventions of this theatre form and plan their own performance.

Worksheets and research projects help the students explore the characters of melodrama. Silent film is referenced and short scripts assist the work.

In this unit the students learn about the history and its links to pantomime.

Assessment

Pantomime

The history and characters of Melodrama

UNIT 2
Melodrama

Students learn how to use the stage successfully to communicate time and place.

Students will become confident with the names of different theatre spaces and stage positioning.



Students will be able to choose at least three of the techniques to create a piece of drama from a selection of titles. They are assessed on their use of the skill.

Stage Positions and configurations

Assessment.

Cross-cutting

Students learn how to include these techniques in a piece of drama and understand how they communicate meaning with an audience.

Students learn the difference between the three images and how to work in a group to produce them.

In this unit students learn the basic skills and techniques to create successful drama.

Thought-track/narration

Freeze frames/still image/tableau

UNIT 1
Introduction to Drama

Year
7



THE BIG PICTURE – ZOOM IN

Drama year 7 Chicken!

WHY

- Identify the conventions of a script and the role of a playwright.
- Links to GCSE play analysis.

UP NEXT

- Greek theatre in year 8.
- Physical theatre in year 8.

WHAT? (CAREERS)

- Costume designer
- Actor
- Director
- Writer



WHAT WE KNOW/REMEMBER

AIMS

- To identify the conventions of a play text.
- To introduce the theme of road safety.
- To understand Direct Address and Unison.
- To read aloud in class
- To re call the word stereotype.
- To practically use movement, mime and gesture to stage a scene.

PREVIOUS LEARNING

- Possible visit to the theatre in primary school.
- Work on dramatic techniques.
- melodrama

PERSONAL OBJECTIVES



Key words

Ensemble – A group of actors who perform together.

Direct address – Talking to the audience directly using eye contact.

Unison– Speaking at the same time.

Naturalism – A style of theatre that represents real life.

Non- naturalistic – A style of theatre that uses drama techniques to distance the audience.

Playwright – The person who writes the script for a play/performance
Script

Conventions – Specific actions or techniques used by the actor to create the desired dramatic effect, emotion or style of the performance.

Stage positioning – The placement of the actor on stage

Parenthetical - An attitude, verbal direction or action direction, in brackets (), for the actor who is speaking the part. Parentheticals should be short, to the point, descriptive, and only used when absolutely necessary.

Example:

LUCY

(*smiling*)

I'm fine, honest

Stereotypes - A widely held but fixed image or idea of a particular type of person or thing

Direct address – An actor talks directly to the audience, usually without the other characters knowing as an aside.

Fourth wall – the audience are the fourth wall, when a character makes a direct address to the audience it is known as *breaking the fourth wall*

The meaning of punctuation in scripts

Ellipses (...) – character takes a break in the dialogue to add dramatic effect or suspense.

Dash (-) – the character is interrupted mid-sentence and another character begins talking

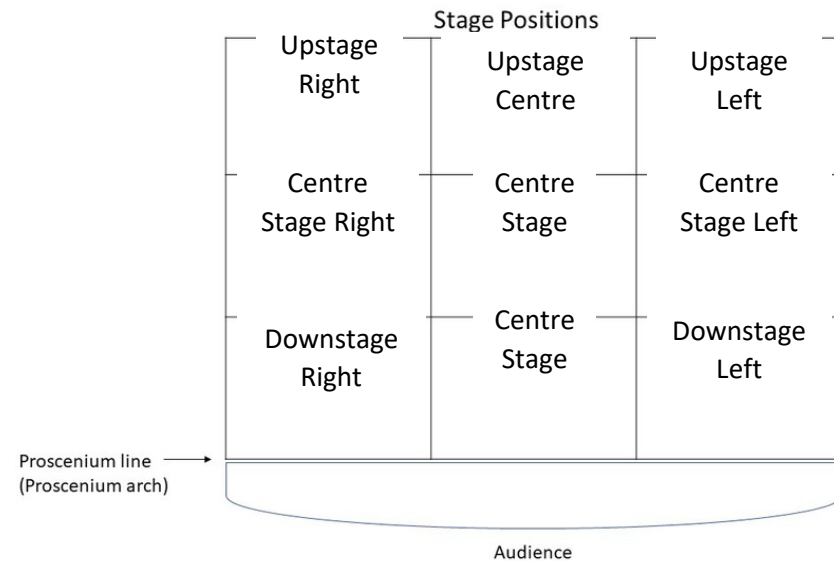
Parenthetical (*smiling*) – gives the actor a brief word of how the line should be said.

Italics – put emphasis on a word

CAPITAL LETTERS – possible shouting or for the character's name.

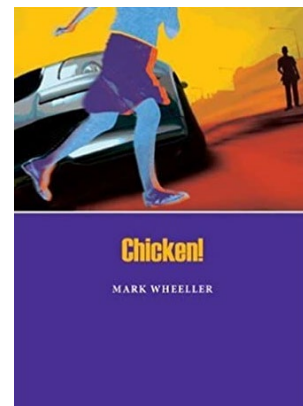
Pause – adds dramatic effect or suspense.

Knowledge Organiser – Script (Chicken!)



Conventions of a script

Lighting, dialogue, monologue, set, costuming and entrances/exits. Theatrical conventions may include split focus, flashback/flashforward, narration, soliloquy and thought tracks.



Notes

Attainment Band	Skills- performing	Understanding
Yellow Plus	<ul style="list-style-type: none"> • Uses physical theatre for comedic effect. • Shows an excellent understanding of how comedy can be used in performance. • Uses vocal and physical skills to create a character successfully. 	<ul style="list-style-type: none"> • Can easily identify conventions of a play text and discuss their significance. • Can analyse the major differences between a play and a novel. • Can use key vocabulary to assist and direct a performance.
Yellow	<ul style="list-style-type: none"> • Shows an understanding of how to create physical theatre. • Can perform a comedic role considering vocal and physical choices. • Can perform a character by staying in role and learning lines to memory. • Uses physical theatre for comedic effect. • Shows an excellent understanding of how comedy can be used in performance. • Uses vocal and physical skills to create a character successfully. 	<ul style="list-style-type: none"> • Can identify several conventions of a play text and their importance. • Can discuss the differences between a play and a novel. • Can pick out and spell correctly key vocabulary linked with a play text. • Can show understanding of the significance of stage directions in performance.
Blue	<ul style="list-style-type: none"> • Can contribute to the use of physical theatre in performance. • Can attempt a comedic role by changing either their vocal or physical skills. • Can perform a character successfully and learning lines to memory. 	<ul style="list-style-type: none"> • Can list some of the conventions of a play text. • Can explain why a novel and a play text are different. • Can use key vocabulary in discussion. • Can respond to stage directions in performance.
Green	<ul style="list-style-type: none"> • Can perform a character different from themselves. • Can change either their voice or physicality to suit a character. • Can demonstrate an attempt to learn lines to memory. 	<ul style="list-style-type: none"> • Can remember a few of the conventions of a play text. • Can give one reason why a play is different from a novel.
White	<ul style="list-style-type: none"> • Takes part in the performance. • Demonstrates an understanding of how to create comedy. 	<ul style="list-style-type: none"> • Can read the play and respond to it's conventions in a group environment.

Lesson One

LI: To introduce the theme of road safety
To understand direct address and Unison

Task One

What do you think the definitions for the following words are?

- Direct Address -

- Unison -

- Script -

- Naturalistic -

Task Two

Label these road signs with their meaning. One has been done for you.



Task Three

Read page 9 & 10 up to the line '...and get it underway' and answer the following questions

1. How old are Tammy and Chris?

2. What is their relationship?

3. Who are they talking about?

4. Who are they talking to? And how do you know?

5. What do the stage directions tell you?

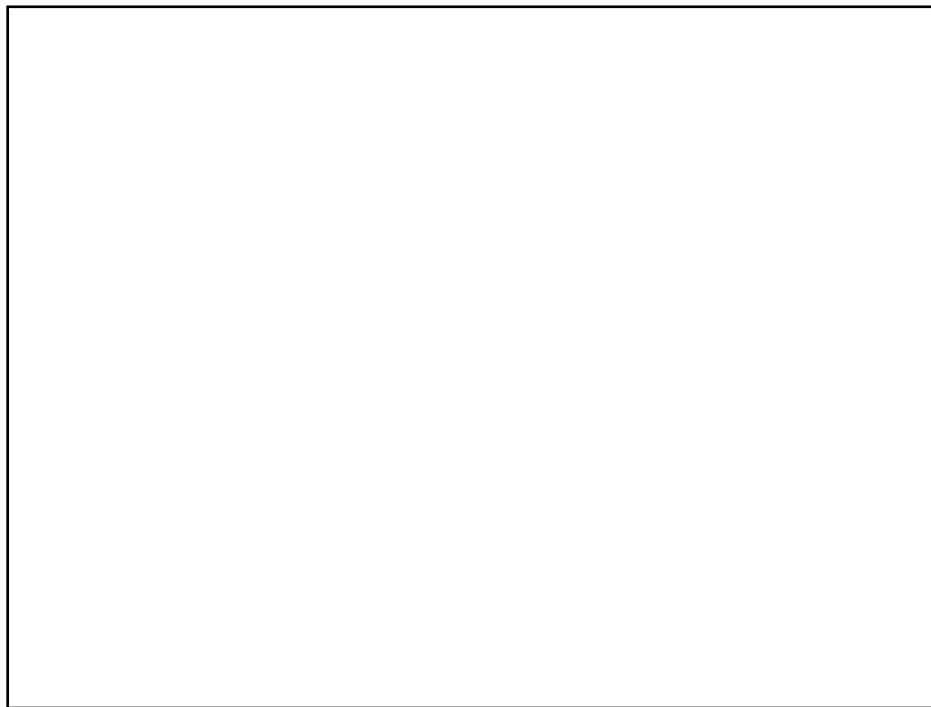
6. What do you think is going to happen?

7. What themes or issues do you see being presented in the script?

8. How can we create a non-naturalistic performance from this script? Think about the conventions that can be used- Staging, props, costume etc.

Task Four

If we are thinking about staging this opening scene, draw stick figures in the box below to show the positionings of your first two characters, Chris and Tammy.



Audience

Why have you made these choices?

Lesson Two

LI: To read aloud to the class
To understand how to play a stereotype

Task One

Unscramble the words. There are clues on the right.

1. tsicpr	_____	the writing of a play
2. nsunoi	_____	Speaking at the same time
3. tcerid dsdesar	_____	Talking directly to the audience
4. gwlpitrayh	_____	The person who writes the play
5. ccnhiek	_____	Name of the play
6. yammt	_____	One of our protagonists
7. hcris	_____	One of our protagonists

Task Two

Read the rest of Section One, starting on page 10 and answer the following questions

1. What is happening so far in our plot?

2. What could happen next?

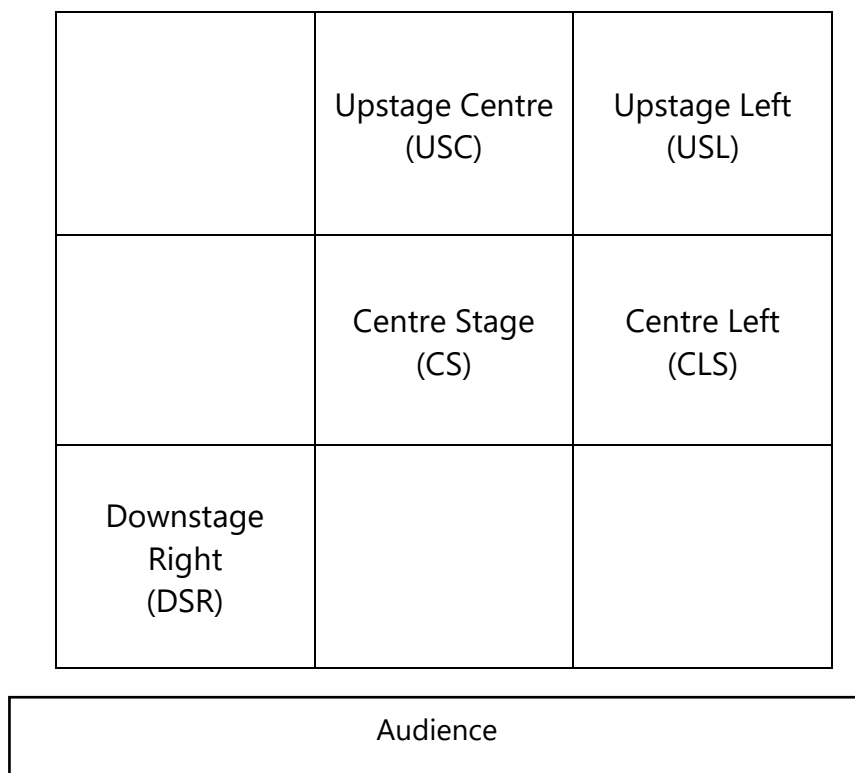
3. How could you play the role of the shopkeeper?

4. What from the script is giving you these ideas?

Task Three

It is important when planning your stage positioning to put your protagonists in a place where they can be seen by the audience.

Every area of the stage has a different name. The positions are based on the **actor's perspective**. Can you fill in the blank stage positions?



Where would you place in section one of the script-

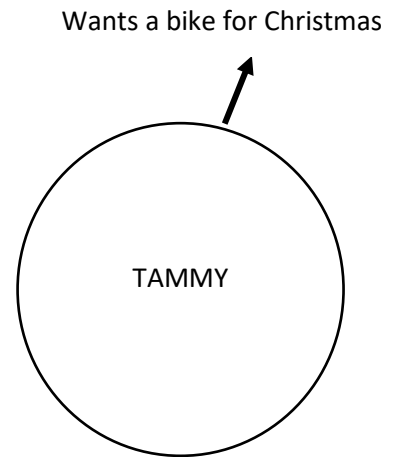
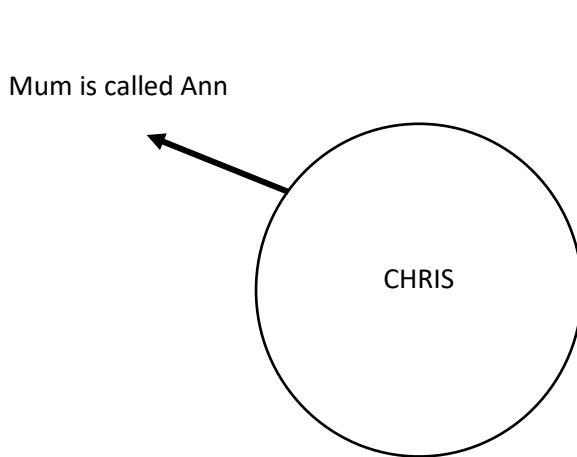
- Ray _____
- Ann _____
- Shopkeeper _____

Lesson Three

LI: To understand the style and the genre of the play so far

Task One

What do you know about each character? One for each is done for you.



Task Two

Read sections 2-3 of the script

Task Three

Punctuation can add different meanings to a script. Using your knowledge organiser, match the correct punctuation with the symbol.

Exclamation Mark
Ellipses
Brackets
Dash
Italics
Parenthetical
Capital Letters

ABCDE
-
!
<i>abcde</i>
...
()
<i>(smiling)</i>

Task Four

Write in the punctuation for the scene below. Read the scene thoroughly first and then attempt to add in the punctuation.

BILL

I can't believe you did that

BEN

It wasn't me I promise

BILL

I thought I saw you when

BEN

Nope, that wasn't me

bill

Then who ate my pizza?

()

BEN

I think it was Scruffy *points down at the dog* He loves pizza

BILL

Oh Scruffy

Try saying your script out loud with the punctuation to ensure it makes sense.

Lesson Four

LI: To understand the genre of comedy and how to perform it.

Task One

Read section 4 of the script

Task Two

Fill in the gaps using the words in the box.

1. The script is written by a man called _____ Wheeler
2. The story is about two _____ , Chris and _____ who are best friends and always together.
3. Wheeler has added _____ elements to his script with the use of characters like _____ and Massive.
4. The key message of the play is _____ and the importance of not playing around near a busy road.
5. Wheeler also touches on _____ ; boyfriend and girlfriend and also between _____ and their children.
6. When writing a _____ , you can add _____ to help the actors know the emotion and way in which they should recite their lines.
7. The person who writes the play is called a _____ .

Mark road Tammy
safety parents
relationships cousins
script Nut-job
punctuation Playwright
comical

Task Three

Answer the following questions

What has changed for Chris and Tammy?

How has Mark Wheeler introduced comedy to his script?

Task Four

Draw a picture of either Nut-Job or Massive. Label them and add a Thought-track so we know what your character is thinking.

Lesson Five

- LI: To finish the play and discuss themes and issues.
To decide how to stage the play successfully.

Task One

Read the following text and circle true or false under each statement

Chicken! has been performed more than 5,000 times in schools throughout the United Kingdom. Mark Wheeler has written over 20 play scripts that are used for educational purposes. His script Chicken! is about relationships, friendships, family and road safety. Wheeler has included elements of comedy and tragedy to the script to cater to his young audience. The script shows the friendship between cousins called Chris and Tammy, who are both thirteen and battle with relationships with their parents as well as their love interests. Wheeler uses unison to explore the theme of relationships, having Chris and Tammy, and Ann and Ray saying the same sentences at the same time. This also shows the similarities between the characters and some of their behaviour patterns. Direct address is also used so the characters have a conversation with the audience, explaining to the audience what is happening and their back story.

1. The play was written by Mark Jones

True

False

2. It was performed in schools over five thousand times

True

False

3. Chicken! is about a pet dog

True

False

4. The main characters are called Tammy and Ben

True

False

5. All the characters wanted was a bike for Christmas

True

False

Task Two

What do you think is going to happen in our final section of the script?

[illegible]

Task Three

Read section 5 of the script

Task Four

Can you remember what cross-cutting means?

Task Five

How has cross-cutting been used in section 5?

Lesson Six

- LI: To understand the script in full
To write your own short script including the conventions of a script

Task One

Read this extract from Chicken!

Section 1: A Bike for Christmas

As the audience arrive music is playing. Throughout the following scene the two families mirror each other on opposite sides of the stage, each side representing their different homes.

Chris: *(With a high five.)* Chris!

Tammy: *(With a high five.)* Tammy!

Tammy & Chris: Cousins and best mates. Chillin' together on the local estates.

Tammy: Water fights at weekends...

Chris: ... playing knock door run.

Tammy: *(Holding up a phone camera.)* Videoing what happens and always having fun!

Chris: Showing it to our mates next day makes everybody laugh.

Tammy: But if your mum caught sight of them she'd drown you in the bath!

Chris: She's not that bad!

Tammy: She's... well sad!

Tammy & Chris: Anyway...

Tammy: Christmas is coming and there's one thing we'd both like...

Chris: A state of the art...

Tammy: ... well sorted...

Tammy & Chris: ... mountain bike.

Tammy: We've dropped some blatant hints

Chris: ... almost every day.

Tammy & Chris: But if Mum/Dad's bought one, it's hidden well away.

(NB Throughout choral sections, Tammy says "Dad" and Chris says

"Mum".)

Chris: So a potted introduction has passed before your eye...

Tammy & Chris: And here we are for you today... the "dramatis personae".

Tammy: There is one little problem though... we're meant to be thirteen.

Chris: Easy... *(To audience)* ...suspend your disbelief in every single scene. In Theatre you can conjure up anything at all.

Tammy: Like what?

Chris: A microphone

Tammy: DJ!

Chris: ... Pump it Up!

Tammy: ... Good call!

(They go into a DJ/rap routine. Tammy soon stops but Chris continues.)

Tammy: Chris! *(He finally stops.)*

Chris: At least I don't wear Barbie pyjamas.

Tammy: Good! Anyway we're here to do this play. So, let's introduce our folks...

Tammy & Chris: ... and get it underway.

Chris: My mum Ann.

Ann: Hello! *(As if lighting up her face.)*

Tammy: And my dad... Ray.

Ray: Hi! *(As if lighting up his face.)*

Tammy & Chris: Come on Mum/Dad tell us, what's the date today?

Ray & Ann: 15th December.

All: Ten more days till Christmas!!!

The following questions are multiple choice, **one** of the answers below them is correct. Answer the questions with the correct answer.

2. For Christmas, what did Tammy want?

- a. Money
- b. A mountain bike
- c. A backpack
- d. A PlayStation

1. What relation are Tammy and Chris?

- a. Cousins
- b. Brother and sister
- c. Friends
- d. Work colleagues

3. What are the words written in brackets () for?

- a. Words the actor must say
- b. Words to be said by the narrator
- c. Stage directions
- d. They mean nothing

4. What is the purpose of an ellipsis (...) in the script?

- a. A pause in dialogue possibly for suspense
- b. The actor can say whatever they want to fill the gap
- c. The actor must say 'dot,dot,dot'
- d. The actor must walk across the stage

5. What pyjamas did Chris say Tammy wears?

- a. Barbie
- b. Paw Patrol
- c. Granny
- d. Boys

7. How old are the actors playing Tammy and Chris in the script pretending to be?

- a. 11
- b. 23
- c. 31
- d. 13

9. What does it mean when two names are next to each other in bold?

- a. The actors speak at the same time
- b. One actor plays both roles
- c. It's an error on the script
- d. The actor says the writing in bold

6. What date is it in the script?

- a. 25th December
- b. 15th December
- c. 2nd June
- d. 14th March

8. What is Tammy's dad called?

- a. Chris
- b. Andrew
- c. Ray
- d. Brian

10. What is Chris' mum called?

- a. Katy
- b. Ann
- c. Michelle
- d. Annie

Task Two

What are some of the important points you have taken from this story?

Task Three

Create your own short road safety script. Include all of your punctuation and stage directions so your actors know how to react to every scenario in your script.

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.