



HALF TERM 1.1 SEPT - OCT	Lesson 1 Character Creation	Lesson 2 Interview	Lesson 3 Physical Theatre	Lesson 4 First Impressions	Lesson 5 Conflict	Lesson 6 Best Moments Montage
<b>TOPIC (S)</b> <b>Little Sister</b> <b>(Reality TV)</b>	<p>Objective: Plan and bring to life, a clear character who is suitable for the lesson.</p> <p>Make your character unique by changing your voice, face, gesture and movement.</p> <p>Present your character and be able to stay in role.</p>	<p>Objective: Bring your character to life in an interview through questions and a problem solving task.</p> <p>Develop your character's VFGMR from what you created last lesson.</p> <p>Stay in role even when on another task and help others to develop their character style.</p>	<p>Objective: Work as a team to create room and objects using your bodies.</p> <p>Design a Little Sister room and show to the class with a presenter.</p> <p>Create a unique room with moving objects and sound effects, using an interesting presenter who excites the audience.</p>	<p><b>Objective:</b> Develop your character in the opening scene using VFGMR.</p> <p>Use key topics for the opening scene to keep the pace.</p> <p>Structure the scene to include all characters. Use techniques to show a first impression.</p>	<p><b>Objective:</b> Create a 'conflict' scene by choosing or adapting a scenario.</p> <p>React appropriately in role using VFGMR for your character.</p> <p>Perform, peer assess and improve with techniques.</p>	<p><b>Objective:</b> Decide on and create your best moments from the Little Sister house to use in your montage of 'best bits'.</p> <p>Adapt the scenes and use a variety of freeze frame and thoughts aloud to structure the scenes.</p> <p>Show to a peer group for feedback and make improvements.</p>
	<b>Lesson 7 Planning and Rehearsal</b>	<b>Lesson 8 Rehearsal and Peer Assessment</b>	<b>Lesson 9 Performance</b>	<b>Lesson 10 Evaluation</b>		
	<p>Decide on key scenes to rehearse for your assessment performance.</p> <p>Make all scenes unique by adding techniques and interesting presentation.</p> <p>Lead your group and ensure all scenes are rehearsed and organised. Consider props and costume.</p>	<p>Understand how to rehearse in your group to create a performance you are proud of.</p> <p>Help your classmates improve with specific, achievable feedback.</p> <p>Improve your scenes using the feedback given from your peer assessment sheet.</p>	<p>Rehearse, perform and view the final class performances.</p> <p>Stay in role, present a clear character and comment on other performances.</p> <p>Present techniques in the performance and critically analyse other performances.</p>	<p>Watch and evaluate your final performance and the overall 'Little Sister' unit.</p> <p>Comment positively on others' performances giving reasons for your opinions and examples to support it.</p> <p>Be able to give specific examples on what you would change and improve if you performed again.</p>		
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"> <li>Developing characterisation using voice, face, gesture and movement.</li> <li>Developing physical theatre and presentation.</li> <li>Exploring, planning, rehearsing, peer assessing, performing and evaluating a group performance.</li> </ul>					

<b>Assessment / Feedback Opportunities</b>	Verbal Teacher feedback in rehearsal and after performance.	Formal written peer assessment.	Formative Teacher Assessment of final recorded performance.	Self-Evaluation and target setting		
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Understanding of how media and reality TV present society.</li> <li></li> </ul>					
<b>SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>Tolerance and respect of difference in voice face, gesture, movement – character difference.</li> </ul>					
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>All class ppoint resources, guidance plans.</li> <li>Group written plans to refer.</li> <li>Peer assessment proformas.</li> <li>Evaluation grid</li> <li>Extended Reading: biographies of reality tv personalities.</li> <li>Big Brother '1984' George Orwell Research.</li> </ul>					
<b>Key Vocabulary</b>	Voice, face, gesture, movement, character, scene, physical theatre, rehearsal, performance.					
<b>Digital Literacy</b>	Research using internet. Lesson Resources linked to reality tv shows. Researching the life of a Reality TV star.					
<b>Careers</b>	Actor, Designer, Director, Journalist, TV and media careers.					