

Scheme of Learning

Curriculum area: Drama

Key Stage: 4 – Year 9

Unit/Topic Title: Symbolism and Surrealism Intro 5 lessons

In Drama lessons we will be using lanyards with specific roles to stretch and challenge the students. They will be targeted based on previous work in lessons/our knowledge of the pupils and HP status.

Lesson	<u>Objective and Outcome</u>	<u>Lesson Content</u> <u>(resources hyperlinked)</u>	<u>Assessment</u>	<u>Notes, Resources and Cross Curricular</u>	<u>Prior Learning</u>
1	<p>Objective - Introducing students to symbolism, its basic meaning and application</p> <p>Outcome – Students will be able to create an abstract still image to represent an emotion. They may have been able to develop this to add dialogue.</p>	<p>Take register and introduce the learning objectives.</p> <p>Individual work - Give each student a piece of plain paper and a pencil. Ask them to draw an object that they think represents them, for example a paint brush for the really arty student, a treble clef for a musical student etc. Share this with the other students and with the class. Discuss.</p> <p>Development: Individual work - Ask the students to: Create a gesture that represents themselves. Also to create a facial expression that represents themselves. Share several of these after each. Explain that these images/expressions/gestures are symbolising them.</p>	<p>Teacher to assess whether students have understood the basic meaning of symbolism through their contribution to the lesson.</p> <p>Students should note down the key points and new information as we go through the lesson.</p>	<p>What is Symbolism.ppt</p> <p>https://thedramateacher.com/symbolism/</p> <p>Use the above site for more help if needed. Also look on Digital Theatre +</p> <p>I Can I Will – Curiosity – students will have to think about what symbolises them and be curious about a new style thinking about how they can show emotions in a less literal way</p> <p>Cross curricular – Art – symbolism is an artistic style. English – symbolism in writing and poetry</p>	<p>Students will know how to create still images from previous learning</p>

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		<p>Show the PowerPoint slideshow 'What is Symbolism' and discuss where appropriate. Clarify the difference between 'literal' interpretations of something and 'abstract.'</p> <p>Development: Group work (groups of 3 or 4) Teacher calls out the following emotions and the groups have one minute only to make a frozen picture to represent each. ANGER FRUSTRATION BOREDOM LONELINESS. If the group is showing a still moment from what could be a scene, this is a literal interpretation. If they have done a frozen picture that is not instantly obvious, and this is more 'abstract' – this is the preferred option for HP students. Teacher counts down from 10 to 1 for the last 10 seconds of the minute so all groups are frozen and focused at the same time. Discuss aspects of effective images.</p> <p>Develop this task further by devising a scene with dialogue, which includes one of these frozen pictures somewhere in its performance. Explain that it should be repeated at different times to remind the</p>		<p>IEU/Covid Links: https://www.bbc.co.uk/bitesize/guides/zqx3wmn/revision/7</p>	
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		audience of something about the characters or the story. The groups should try using the same image 3 times. Perform and evaluate one group. What impact does having the same image, repeated several times, have on the audience. HWK – Find out the symbolic meaning of colours			
2	Objective - Development of symbolism using objects and colour Outcome – students will use an object symbolically in a piece of performance	Take register and introduce the learning objectives for the lesson. Whole class - Balloon Race Game. Class sits in a closed circle. Go round the circle, labelling alternate students red or blue. Red students are one team, blue the other. Place one coloured balloon with a member of each team but so the two balloons are on opposite sides of the circle. Teacher shouts “Go!” and the person holding the balloon passes it to the next member of their team to their right and so on, passing the balloons around the circle. The aim is to get one team balloon to catch up with the other team’s balloon. If anyone obstructs the team is disqualified and the	Assess the student’s contribution to the discussion on symbolic colour and their suggestions for the potential meaning for the objects. Ensure questioning is targeted to maximise participation and the ability to assess. Students should note down the key points as we go through the lesson.	You will need to make sure that you have the objects in bold in the lesson plan. These are available as laminated images. Use Symbolism of Colours sheet on the T:drive to help you. I Can I Will – initiative – students will need to use initiative to be able to use an object symbolically within their performance work Cross curricular – Symbolic objects are discuss in RS as well as the issues of symbolism mentioned in last lesson.	Prior learning – Discussion of symbolic objects in RS as well as the basics of symbolism from last lesson which are being developed in this lesson. Students should have completed research into symbolic use of

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		<p>point awarded to the other team. If a balloon is dropped it must be picked up by the person who dropped it, not tapped further around the circle. The balloon must be passed not thrown. Play best of 3.</p> <p>Development: Teacher takes the red balloon and asks: "What the colour could represent?" Link to homework task on colours and their meanings – discuss what they are. Then ask: "What could the balloon itself could be used to represent? What could the action of passing the balloon to someone represent? Answer: as each character holds the balloon or is passed the balloon in a scene, the emotion that it represents is passed to them too.</p> <p>Place the objects - cross, black rose, ring, key and box - in the centre of the circle. Have a brief discussion about how each can be used symbolically. For example, the ring may represent community, a bond, a promise, the circle of life and so on.</p> <p>Group work (groups of 3 or 4) Devise a scene with dialogue where the object</p>		<p>IEU/Covid Links:</p> <p>https://www.bbc.co.uk/bitesize/guides/zqx3wmn/revision/7</p>	<p>colour for homework.</p>
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		represents something else. Perform and evaluate one or two groups.			
3	<p>Objective - Development of symbolism using neutral masks to communicate a narrative</p> <p>Outcome – Students will be able to use body language more clearly with the addition of the neutral mask used symbolically in a performance.</p>	<p>Take register and introduce the learning objectives for the lesson.</p> <p>Hold a neutral mask up to the class. Ask what it is and what does it show? (It's neutral, conveying no expressions or feelings.)</p> <p>Ask for 5 volunteers</p> <p>Each strikes a pose or freezes and represents 'happy'.</p> <p>Ask the class; "What is it that these students are doing that suggests to the audience they are representing 'happy'?"</p> <p>Answer: Body language, use of space and facial expressions.</p> <p>Repeat with all wearing a neutral mask.</p> <p>Does it still work? Is it still as clear?</p> <p>Development:</p> <p>Group work (groups of 4 or 5)</p> <p>Groups are to devise a scene that tells the story of a memory.</p> <p>The event being remembered should be performed with one student wearing a neutral mask to signal to the audience that this is the past but that something happened to this character.</p>	<p>Students should note down key points and new information as we go through the lesson.</p>	<p>Help can be found here –</p> <p>http://internationalcita.com/en/neutral-mask/</p> <p>I Can I Will – Flexibility of Mind – Students will need to be flexible in their thinking to be able to use the neutral mask well</p> <p>Cross curricular – Masks may be discussed in RS and/or History as part of their study. Masks may be looked at in art. Flashbacks could be used in texts covered in English.</p> <p>IEU/Covid Links:</p> <p>https://www.bbc.co.uk/bitesize/guides/z9r7fg8/revision/3</p> <p>https://costumes.lovetoknow.com/Theatre Masks</p>	<p>Students have previously considered body language and how emotion can be physically communicated.</p>

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		<p>The rest of the scene is set in the future. Students can flash forward and backwards as often as they like to tell their story as long as it is clear.</p> <p>Ask the groups to think about what the mask represents - it could be time, a person, an event or a memory.</p> <p>Perform and evaluate one group. If the performance isn't clear in places take suggestions from the audience (use forum theatre set up for this) and rework that moment so that it becomes clear.</p>			
4	<p>Objective - Link symbolism work together</p> <p>Outcome – Students will begin to develop a performance using symbolic gesture</p>	<p>Remind the class of the areas connected to symbolism we have covered so far. Explain that they need to develop a symbolic performance using at least two symbolic elements to communicate a deeper meaning to the audience.</p> <p>Discuss the gesture of a handshake – when is a handshake used, how could this gesture be used to symbolise a deeper meaning and/or have a greater significance?</p> <p>In groups of 4 or 5 they should now begin to develop a piece of work using this symbolic gesture to be performed next lesson.</p>	<p>In this lesson teachers should closely observe the groups whilst they are working to see who is leading the development of the piece and who is most confident applying the symbolic elements.</p> <p>Students should note down key points and new information as</p>	<p>Help can be found here – http://lydiaramsey.com/the-drama-of-the-handshake/</p> <p>I Can I Will – Reflectiveness – students will need to reflect on their work so far to be able to consider how best to use gesture symbolically</p> <p>Cross curricular – Dance – movement is used symbolically in some forms of dance.</p>	<p>Students have been using other aspects of symbolism in their performance and should be able to use this to help apply a different form of symbolic communication</p>

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		Hwk – bring in an object/item of costume/something with a specific colour that you can use to add to the symbolism of your performance.	we go through the lesson.	IEU/Covid Links: https://www.bbc.co.uk/bitesize/guides/zg8tgk7/revision/4	
5	Objective – to deepen the students understanding of how to use symbolism in performance Outcome – students will perform their pieces which include a handshake gesture used symbolically	Performance lesson Groups should be given about 10 – 15 minutes (depending on group size) to recap their work and get ready to perform. Show the performances and feedback – this can be teacher lead, peer assessment or a combination of both. Use the GCSE devised performance criteria as a guide. Students evaluate the success of their symbolic elements.	When watching performance work teacher should assess how well students have understood symbolism and how clearly they are able to apply it to their practical work.	I Can I Will – reflectiveness – students will need to reflect on the quality of their work considering their performance and those of the rest of the group as well as teacher feedback. Cross curricular – as last lesson IEU/Covid Links: https://www.bbc.co.uk/bitesize/guides/zwx3wmn/revision/1 https://www.bbc.co.uk/bitesize/guides/zqtgq6f/revision/1	Students are developing and performing work begun last lesson.
6	Objective - Introduce Surrealism	Take register and introduce the learning objectives for the module. Teacher ask,	Consider whether the students seem to be getting a basic	Homage.pptx Help can be found here –	Prior learning – surrealism builds from

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	<p>Outcome – students will have attempted two ways of working in a surrealist style and will have a basic knowledge of what surrealism means.</p>	<p>"What is surrealism?" Note down first impressions.</p> <p>Whole class activity: 'Consequences'. Hand out a blank piece of paper to each student. They will need a pen or pencil.</p> <p>Each student writes the first sentence of a story on the paper. Everyone then folds over the piece of paper and when the teacher says 'change', pass their piece of paper to the next person along on their left. Repeat 4 times and on the next go everyone writes the last sentence of the story. Pass the paper on again, and then read the story. Share one or two stories with the class. Discuss- they don't make sense, they are 'nonsensical'.</p> <p>Show the students the picture 'Homage'. Ask the students what it is a picture of. (It is a landscape.) Tell them the title of the piece. What does 'Homage' mean? (French spelling of 'homage' which means 'out of respect to'.) This artist was creating this as an homage to possibly the artist</p>	<p>understanding of what surrealism may be.</p> <p>Students should note down key points and new information as we go through the lesson.</p>	<p>https://www.dramaonlinelibrary.com/genres/surrealist-drama-iid-2544</p> <p>I Can I Will – Curiosity and flexibility of mind – students will need to be flexible in their thinking to begin to interpret surrealist idea and be curious to explore and apply a new style.</p> <p>Cross curricular – Art – surrealism is a more prolific movement in art than it is in theatre. English – there are some surrealist novels and poems.</p> <p>IEU/Covid Links:</p> <p>https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1</p>	<p>symbolism in that actions, gestures, images, colours etc can have more meaning and communicate to the audience. Students may have already heard the term in other subjects and have some knowledge of what surrealism is.</p>
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		<p>Salvador Dali but also of the area, maybe he was from there too?</p> <p>Ask again "What is surrealism?" (Answer: to express the workings of the subconscious and which is characterised by fantastic imagery and incongruous juxtaposition of subject matter. SURREAL something which is on top of reality.)</p> <p>Development: Pair work (labelled A and B, A = Doctor, B = Patient). Devise a scene set in a doctor's office set between a doctor and a patient. The scene is perfectly normal except for one thing - they must speak in gibberish. To the characters however this is perfectly normal. Voices must still be expressive and pitch/pace/emphasis/intonation should indicate the person knows what they are saying.</p> <p>Spotlight one or two pairs.</p> <p>Group work (in groups of 4 or 5). Devise a family scene set around the dinner table. Again everything is perfectly normal,</p>			
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		<p>including speech, but this time each character must laugh after each time they have said two lines of dialogue no matter what has been said.</p> <p>Show a couple and discuss. How has the unreal behaviour of the characters effect what is communicated?</p>			
7	<p>Objective - Surrealism developed with reference to Grotowski</p> <p>Outcome – Students will develop a piece which uses a piece of abstract movement to represent a situation</p>	<p>Get class in and take register.</p> <p><i>"Grotowski believed in stripping the actor down to using just their voice and their physical abilities. He used very few props and little or no costumes or set. This placed the emphasis and importance on the action and the characters, not the stage trimmings around them. This he called the Poor Theatre."</i></p> <p>Pair work (labelled A and B, A= Prisoner, B = the ball and chain) Person A needs to get from one end of the room to the other to escape. Person B must hold on to one ankle of A and must not let go. (Possibly split the class in half for this exercise depending on space available. One half can watch whilst the others do the exercise and then vice versa).</p>	<p>Students should note down key points and new information as we go through the lesson.</p>	<p>I Can I Will – Students will need to have resilience to be able to explore more physically demanding work.</p> <p>Cross Curricular – PE students will need to use close physical contact and will need to use some strength to complete the exercises. Issues that might be raised in the work could touch on various subject areas such a sociology or RS depending on what students explore e.g. domestic violence/depression</p> <p>IEU/Covid Links:</p> <p>https://www.dramaclases.biz/jerzy-grotowski</p>	<p>Students are building on their knowledge developed so far during the scheme and will be using physical skills developed during PE lessons.</p>

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		<p>Afterwards teacher asks A's how this felt.</p> <p>Group work (groups of 5 or more) A is the person trapped in 'a box'. The rest of the group are 'the box'. 'The box' people must not hurt A, but they must prevent A from escaping. (This can be timed - give them one minute to escape.) Afterwards - ask A's how this felt.</p> <p>Group work (groups of 5 or more) Devise a family scene where one of the parents feels trapped by the responsibility (working, bills, housework, the children etc.) and they want to escape, even if just for a while. Devise the scene normally with dialogue and when the groups want to show the audience how the parent feels, create a 'box' around them and start pulling and pushing gently. The people in the box, can say things about how the parent feels. Perform and evaluate one or two group's work.</p>			
8	Objective – summarise	Give students examples of Knowledge organisers – Mind Map, Quiz, Flash Cards	Monitor to assess whether students are	I Can I Will – Reflectiveness – students will need to reflect on their	Students will be consolidating

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	knowledge on symbolism and surrealism Outcome – students will develop a knowledge organiser of their choice to enable them to revise symbolism and surrealism	etc. They should choose a method they prefer and create a knowledge organiser to go over all the key points in the work we have covered. They should use the notes made during the last three to four weeks of lessons to help them. Students should try out quizzes and flash cards on each other. Mind Maps should be handed in to be copied and shared with the class.	recording the correct information in their knowledge organisers.	learning during this scheme to create their revision tool. Cross curricular – students can draw on other knowledge organisers they have created in other curriculum areas to help them with idea for what to create to revise symbolism and surrealism. IEU/Covid Links: https://www.bbc.co.uk/bitesize/arts/zgc3w6f	learning from the previous seven lessons and will need their notes from prior learning to enable them to compile revision tools.
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