

# Theatre Form: Physical Theatre

# Unit Plan

<b>YEAR</b> 10	<b>LEVEL</b> 6	<b>DURATION</b> 7 weeks
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Achievement Objectives Being Assessed	Learning Outcomes
<p><b>The Arts: Drama</b></p> <p><b>Developing Practical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Select and use techniques, conventions, and relevant technologies for specific drama purposes.</li> </ul>	<p>Understanding the techniques and conventions of a theatre form: Physical Theatre.</p>
<p><b>Developing Ideas</b></p> <ul style="list-style-type: none"> <li>• Select and refine ideas to develop drama for specific purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn about devising as a physical theatre ensemble.</li> <li>• Students will work in pairs and groups to develop, initiate and refine ideas for physical theatre performances.</li> </ul>

<p><b>Communicating and Interpreting</b></p> <ul style="list-style-type: none"> <li>• Present and respond to drama and describe how drama combines elements, techniques, conventions, and technologies to create structure and meaning in their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will present their work to the class as they progress through the unit developing their skills as physical theatre performers.</li> <li>• Students will constructively respond and reflect on the work of others after performances, discussing ways in which the Techniques and Conventions of physical theatre creating meaning or are effective.</li> </ul>

## AIM:

The purpose of this unit is to introduce the students to the techniques and conventions of the specific theatre form of physical theatre. They will develop their understanding of how to devise and perform using physical theatre.

## KEYWORDS: Key Features of Physical Theatre

<p><b>Performer</b></p> <p>Movement Balance Connections Control Shapes Mirror Complement Sequence Images Transitions Space Levels Gesture</p>
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<p><b>Performance</b></p> <p>Movement of bodies to create meaning Metaphors Minimal and effective Dialogue Vocal dynamics Ensemble Rhythm High energy Actor-audience relationship Technologies Mime Tension Comedy Devising/Reinventing Texts</p>
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# ASSESSMENT:

**Formative** – Teacher observation of individual and group interaction and levels of confidence, student reflection and documentation in ‘Drama Workbook’.

**Summative** – Performance of Physical Theatre performance. (To class, teacher and video)

## Assessment Year 10 Theatre Form: Physical Theatre

Achievement	Achievement with Merit	Achievement with Excellence
<p>- Demonstrate knowledge and understanding of a specific theatre form through a practical presentation that identifies and includes appropriate features.</p> <p><b>- The student has participated in physical theatre devising and has used some identified features in their final group performance</b></p> <p>- For example: They have used counter-balances and mirrors to show relationships between characters.</p>	<p>- Demonstrate knowledge and an informed understanding of a specific theatre form through a practical presentation that identifies and includes a range of aptly chosen features.</p> <p><b>- The student has participated in physical theatre devising and has incorporated an extended and sustained range of features effectively in their final group performance</b></p> <p>- For example: They have used contrasts in space, levels and contact in order to create tension and vary the momentum of performance.</p>	<p>- Demonstrate knowledge and a perceptive understanding of a specific theatre form through a practical presentation that identifies and includes an extended range of aptly chosen features.</p> <p><b>- The student has participated in physical theatre devising and has integrated a comprehensive range of features perceptively in their final group performance</b></p> <p>- For example: They have used controlled and original movements to create meaning and relationships and they have experimented with physical metaphors.</p>

