



Dramatic Elements

Year 7 Unit of Work

How to Work as an Ensemble

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Task – On a post it note, write 5 skills that you have learnt in other subjects that will help you in drama?

Extension - Create a list that identifies all the things you need to consider about when you are acting in a play.

LEARNING OBJECTIVE: To understand how to work effectively in a group.

KEYWORDS: Audience, Projection, Eye line, Rehearsal, Ensemble, Balance the Space

To master this lesson:

- **Students must use performance skills effectively to project their performance out to the audience.**
- **Students must be able to identify key rehearsal skills and apply them.**
- **Students must be able to work effectively with every member of the class.**

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Warm up: The name game

- As we go around the circle say your name and one thing you would buy at the grocery store.
- The next person has to remember the first persons name and what they would buy and then tell us their name and what they would buy.
- As the circle goes around we have to continue to remember as many as we can.

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The aim of this game is to make sure that everyone knows each others name.

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Warm up: Boal Handshake

- Move around the room, smile at everyone you pass.
- This time, shake hands with everyone you pass.
- This time, do not let go of the person's hand until you are in a line of 4.

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The aim of this game is to establish contact in a safe and respectful way, and to connect with everyone in the room, ready to work together as an ensemble.

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Teacher led: Keep the floor alive.

- Move around the room, not touching anyone else, not talking to anyone else.
- All together you need to slow down and stop at exactly the same time.
- When you stop, the performance space should be balanced.

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The aim of this game is to develop spatial awareness as an ensemble and understand how effectively to balance the performance space together.

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Teacher Led: Keep the floor alive creating still images.

- Teacher will call out a number, this is the number of people you need to get into a group with.
- Once you are in the group, your teacher will give you an image to create.
- You need to work together including everyone in your group to create the freeze.
- When you create your next group, you must work with **DIFFERENT PEOPLE.**

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By the end of the game you should have worked with **EVERYONE IN YOUR CLASS.**

Challenge:

What is the aim of this activity?

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Student Led: Character Carousel

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- Find a partner, label A and B. As create inner circle, Bs create outer circle, facing partner.
- As sculpt Bs into an emotion of their choice.
- As circle move one person to the left.
- Bs circle move one person to the right.
- Bs sculpt their new partner into a new emotion.
- Keep repeating, working with lots of partners.

The aim is...you are able to work effectively with anyone!

Challenge:

- Add in one line that the sculpture could say.
- The line mustn't give away the emotion (e.g. I'm sad) but should portray it (e.g. I cant stop crying).

Super Challenge:

- Think of a situation this emotion would occur in.

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Student Led: Performance Time

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- In the groups created by your teacher, you are going to create a performance.
- **THE SITUATION:** All characters are stuck together in a lift. How do they react? How do they get out?
- **REHEARSAL SKILLS** You need to work effectively as an ensemble to create your performance:
 - Listen to each others' ideas
 - Share your own ideas
 - If someone is not participating it is your job to ask them questions to get them involved
 - Stay in your own group's rehearsal space

Help Box:

- Each character could have a different emotional reaction.
- Each character could have a different skill which, when put together, helps them all escape.
- The characters could all know each other, or all be strangers.

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As you leave !!

- Individually reflect on the work you have completed today.
- Which success criteria point could you confidently say you have achieved?

Targeted Questions

- Were you able to work effectively with everyone you were asked to work with today?
- Which rehearsal skill did you find most helpful today? How did you use it effectively?
- Could every person in the audience see and hear you perform? What was effective about your performance?

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End of lesson one