

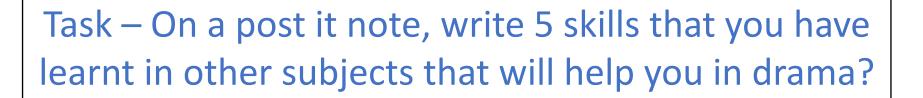
Dramatic Elements

Year 7 Unit of Work



How to Work as an Ensemble

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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.



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.

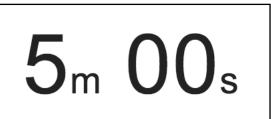
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Teacher led: Keep the floor alive.

- 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.



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

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

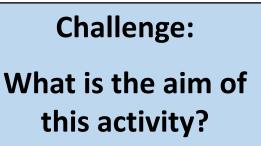
KEYWORDS: Audience, Projection, Eye line, Rehearsal, Ensemble, Balance the Space

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**.



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



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Student Led: Character Carousel

- 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!

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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

- 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