



Dramatic Elements

Year 7 Unit of Work

Character, Role and Relationship

5_m 00_s

Task – What are the four important rules of working in a group?

Answer: Knowing everyone's name, safe and respectful contact, spatial awareness (balance the space) & willingness to work with everyone.

Extension – What was one rehearsal technique we used last week that helped us to develop our group work skills? How did it help?

LEARNING OBJECTIVE: To understand what role, character and relationship is in a performance and how to use them.

KEYWORDS: Role, Character, Relationship, Rehearsal, Confidence.

To master this lesson...

- **Students must perform in role and as a specific character and emphasise their relationship with other characters.**
- **Students must use role, character and relationship to create a performance.**
- **Students must understand what role, character and relationship is.**

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Teacher Led: Context Notes

10_m 00_s

Role and Character:

- Require actors to identify and portray a person's values, attitudes, intentions and actions.
- Role focuses on type and stereotype.
- Characters are detailed and specific.

Relationship:

- The connections and interactions between people.

Challenge:

What are some different types of relationships that people can have?

Super Challenge:

Can you identify some different types of characters and give an example from your favourite tv show or movie?

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Student Led: Matching Activity

10_m 00_s

Match the Physical and vocal skills to the correct category.

- Highlight in green the vocal skills
- Highlight in pink the physical skills

Help Box:

- **A Physical skill is something you do with your body.**
- **A Vocal skill is something you do with your voice.**

Challenge:

Can you explain how you would use one of these skills to show angry?

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Warm Up: The Creature

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YouTube Link: <https://www.youtube.com/watch?v=wLQRTdKqW-g&t=67s>



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Student Led: Object Circle Activity

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- Everyone stand in a circle.

Person One:

- > Take one of the objects out of the box.
- > Make eye contact with somebody across the circle.
- > Go over and give them the object and make the dramatic context clear using your physical and vocal skills.

Help Box:

Dramatic Context: (e.g. if the object is a block and you turn it into a notebook, you could say...

“Psst...here are the secret plans for the nuclear reactor”.

And they could say..

“Thank God, I thought you were never going to arrive”

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Student Led: Role Circle Activity

10 min

- Everyone stand in a circle.
- Everyone in the circle is the same person, the person in the middle is the interviewer.
- The interviewers job is to investigate the murder while the circle's job is to answer the questions.

REMEMBER : You cant contradict or block the story.

Help Box:

The interviewers job is to find out the following:

What's happening?

When is it happening?

Where is it happening?

Challenge:

Can you think of someone else who would want to ask the questions other than a police person?

(e.g. suspicious parent or time traveller)

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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

- How did you perform in role, character and emphasize your relationship with someone else?
- How did you plan to create a role character or relationship?
- What is role, character and relationship?

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End of lesson two