



Dramatic Elements

Year 7 Unit of Work

Tension

Task – What is role, character and relationship?

Extension – What is the relationship between these characters?

A)



B)



C)



D)



LEARNING OBJECTIVE: To understand what tension is and how to use it in performance.

KEYWORDS: Tension, Suspense, Anticipation, 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 min

Tension:

- A sense of anticipation or conflict within characters or character relationships.
- Problems, surprises and mystery in stories to further the dramatic action and create audience engagement.

Challenge:

How could you create tension in a performance?

Super Challenge:

What kinds of characters would help to create tension?

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Warm Up – Wink Murder

YouTube Link: <https://www.youtube.com/watch?v=tKhSiQs654I>

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Student Led: Gotcha...

10 min

- Class is to split into two halves; choose a volunteer from each half.
- Both volunteers start at opposite ends of the room; everyone else -> balance the space.
- Volunteer A's job is to try and catch volunteer B.
- People in the space are required to help or hinder the volunteers but you can not move from your space.

Challenge:

How did this activity create tension?

Super Challenge:

How could we have modified the activity to make it more tense?

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Student Led: Freedom by trickery

10 min

- Everyone is to find a partner and then label yourself A or B except for one volunteer.
- A's are required to make an inner circle and then sit down. You are the prisoners.
- B's make an outer circle with B's standing behind their partner. You are the prison guards.
- The prisoners need to try to escape over to the rescuer without a if s/he winks at them.
- The prison guards have to stop them by tapping them on the shoulder but they can't chase after them.

Challenge:

How did this activity create tension?

Super Challenge:

How could we have modified the activity to make it more tense?

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Student Led: This way or that way?

10 min

- Get into groups of three and label yourselves A, B or C.
- All of the A's need to grab a blindfold and put it on.
- B's and C's are required to create an obstacle course out of items in the room; making sure a clear path is created.
- B's and C's are now required to stand at the other side of the room and call out instructions to either hinder or help their A.

B's -> Help

C's -> Hinder

Challenge:

How did this activity create tension?

Super Challenge:

How could we have modified the activity to make it more tense?

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Student Led: SITS Work

10 min

Complete the SITS activity page independently.

Task One: Match the boxes.

Task Two: List two skills physical skills

Task Three: List two vocal skills

Task Four: Tell me how you have used the skills to create one of the dramatic elements.

Help Box:

- Don't forget, to **describe** you must: Make a choice and tell us about it.
- I have created tension by using...

Challenge:

- How do physical and vocal skills help an audience to believe you are a character?

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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 create a moment of tension today in your performance?
- How did you plan to create tension in your performance?
- What is tension?

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End of lesson three