



Dramatic Elements

Year 7 Unit of Work

Language

5_m 00_s

Task – Draw a symbol to represent time, place and situation and then write a sentence which explains what they mean.

Extension – Using this picture, hypothesise what the time, place and situation is.



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

KEYWORDS: Language, Rehearsal, Confidence

To master this lesson...

- **Students must evaluate how they and others have used language in their work.**
- **Students must use language in their performance.**
- **Students must understand what language is.**

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

KEYWORDS: Language, Rehearsal, Confidence

Teacher Led: Context notes

10 min

Language:

- The choice of linguistic expression and ideas in drama used to create dramatic action.
- Vocal Skills include:

Pitch

Intonation

Pace

Emphasis

Dynamics (Volume)

Breath Control

Accent

Pause

Acronym: PIPED BAP

Challenge:

What are some different examples of the vocal skills.

Super Challenge:

How could one of these help you to create a mean character who is very bossy?

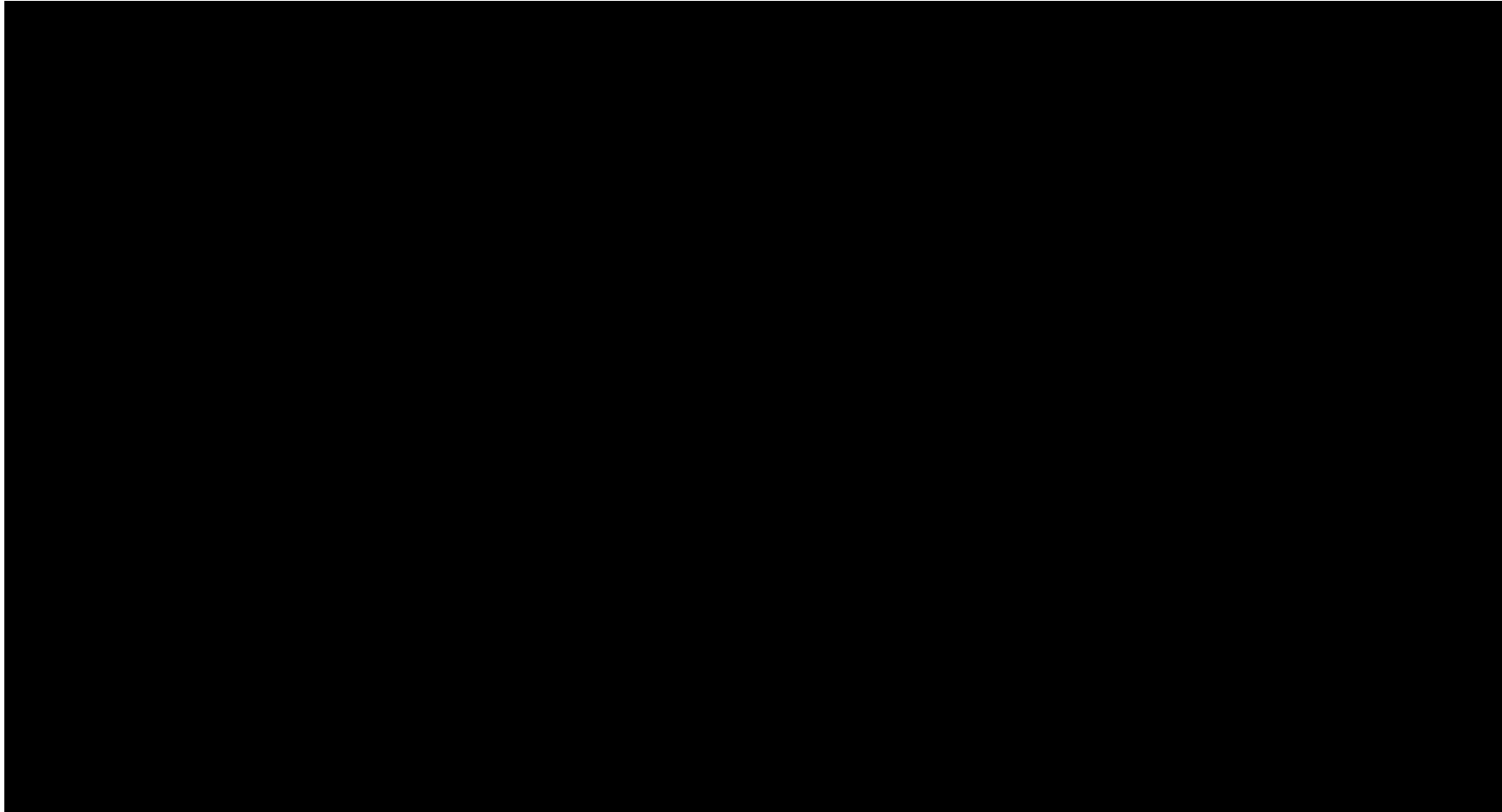
LEARNING OBJECTIVE: To understand what language is and how to use it in performance.

KEYWORDS: Language, Rehearsal, Confidence

Warm Up – Spaghetti

5_m 00_s

YouTube Link: <https://www.youtube.com/watch?v=x4J487QtUIM>



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

KEYWORDS: Language, Rehearsal, Confidence

Student Led: Dynamics Activity

5 min

- Form even lines of six across the room and then sit on the floor.
- Leader chants - >
- That row must then link arms stand up together and chant. Then sit.
- Leader chants again ->
- The nominated row will stand up and chant.
- The newly nominated number must stand up and chant
- The leader makes a judgement about who moves forward and back.
The aim is to get to the front

Help Box:

- **Leader:** 'Little Tommy has lost his cricket bat, some say this and some say that, But I say it was row number...'
- **Row:** 'Not our row'
- **Leader:** then which row?
- **Row:** It was number.... (before they stand up they must communicate which row)
- **New Row:** 'Not our row'

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

KEYWORDS: Language, Rehearsal, Confidence

Student Led: You/Me

5 min

- Everyone stand in a circle.
- Connect with someone by eye contact and say you.
- Walk towards that student who answers me.
- Swap places and continue.



Challenge:

How can you change your volume, pitch, tone, pause and accent to show a different character or emotion?

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

KEYWORDS: Language, Rehearsal, Confidence

Student Led: Babble with Intent Activity

10 min

- In pairs, stand across the room from each other.
- The teacher will call out an emotion.
- Your job is to get across that emotion using **10 seconds of gibberish words** and your **vocal skills**.
- Spotlight some performances

Help Box:

A gibberish line you could use includes:

- Ba ja la ma ka tad har nah ta lalama.
- Nardy la ma na ge ouuu ta lanee nou.

Challenge:

How can you use volume, pitch, accent and pause to get across your emotion?

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

KEYWORDS: Language, Rehearsal, Confidence

Student Led: 'No' Activity

10 min

- In pairs, Stand across from each other.
- You are going to be given a situation where you have to say '**NO**' to a certain character.
- Change the way you say '**NO**' to fit the character and situation.
- Spotlight some performances and evaluate the skills used.

Help Box:

1. Your child asking for a sweet after they have already had too many and asked too many times.
2. Your enemy after they have bullied you and hit you.
3. Your boss asking you to stay another hour after you have already been their too long.
4. Your lover asking you to give you on more kiss before you leave.
5. Your best friend asking you to go out even though they know you are grounded.

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

KEYWORDS: Language, Rehearsal, Confidence

Teacher Led: SITS Activity

10 min

Complete the SITS task given to you by your teacher.

Follow all directions on the SITS page.

If you are unsure, put up your hand and ask for help.

Help Box:

Year 7 SITS – Dramatic Elements Task 2

Name: _____ Learning Family: _____ Date: _____

1. Match the following terms with their correct meanings.

Role	The connections and interactions between people.
Situation	Sense of anticipation or conflict within characters or character relationships.
Place	Directing and intensifying attention and framing moments of dramatic action.
Language	The setting and circumstances of the dramatic action – the who, what, where, when and what is at stake of the roles/characters.
Relationship	A type or stereotype of a group of people, animal or object.
Focus	Fictional time in the narrative or setting.
Character	The fictional place in the story or setting that the action occurs in.
Time	A detailed and specific portrayal of a character, animal or object.
Tension	The choice of linguistic expression and ideas in drama used to create dramatic action.

2. Label the following with a "T" for True or a "F" for false.

Gesture is a physical skill. ____ Gait is not a vocal skill. ____ Tone is a physical skill. ____
Intonation is a vocal skill. ____ Pitch is a physical skill. ____ Pause is a physical skill ____


3. Tick the correct answer.

To be able to show that a character is scared I must use a...

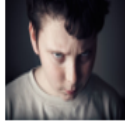



Gesture by clenching my fists Gait by skipping High Pitch Voice

4. The picture is an example of what physical skill

A) Intonation
B) Proxemics
C) Pace
D) Facial Expression

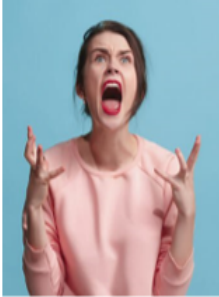


5. Tick two examples of an angry facial expression.



6. List the physical skills used by the actor to show anger.

Challenge: Describe how she uses them



7. Describe and explain how you have used body movement and volume to create and perform the dramatic element of place.

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

KEYWORDS: Language, Rehearsal, Confidence

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 could you or someone else use language more effectively in group work?
- How did you use language in your work today?
- What is language?

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

KEYWORDS: Language, Rehearsal, Confidence

End of lesson Six