

## Prior Learning :

This unit continues to build on the knowledge, skills and understanding of learning cycle 1. Mime skills learnt previously will be required when creating and performing clear frames frames and also when telling aspects of a story. Understanding of how to create a character learnt during the Clowning unit will now be applied to the creation of different characters within stories. Knowledge of the physical performance skills will now be supported by the acquisition of knowledge, skills and understanding of vocal performance skills. Prior knowledge of audience awareness will continue to be a focus of this unit of work. Students will be drawing on prior knowledge of the importance of self-reflection, capacity to improve, collaboration, team work, resilience and responsibility in personal safety and the safety of others from their limited Drama experience and from their participation in other group activities.

	Knowledge	Concepts	Key Questions	Vocabulary		Wider Curriculum	Assessment
				Tier 3	Tier 2		
Week 1	Introduction to storytelling <ul style="list-style-type: none"> <li>Developing understanding of what makes a good story and also what makes a good storyteller.</li> <li>Using prior knowledge of physical skills students try to tell a well-known story using only physical skills to communicate.</li> <li>Develop understanding of what a freeze frame is and how create an effective still image</li> <li>How to construct a freeze frame story and create smooth transitions</li> </ul>	<ul style="list-style-type: none"> <li>Storytelling</li> <li>Freeze frame</li> <li>Engaging the audience</li> <li>Communicating meaning</li> <li>Transitions</li> </ul>	<ul style="list-style-type: none"> <li>What makes a good story?</li> <li>What skills does a good storyteller have?</li> <li>How can you construct an effective freeze frame?</li> <li>What are the challenges of communicating a story through freeze frames alone?</li> <li>How can you overcome these challenges?</li> </ul>	<ul style="list-style-type: none"> <li>Audience awareness</li> <li>Non-verbal communication</li> <li>Storyteller</li> <li>Freeze frame</li> <li>Focus</li> <li>Transitions</li> </ul>	<ul style="list-style-type: none"> <li>Actor</li> <li>Audience</li> <li>Mime</li> <li>Eye-contact</li> <li>Gesture</li> <li>Facial expression</li> <li>Confidence</li> <li>Energy</li> <li>Belief</li> </ul>	<ul style="list-style-type: none"> <li>Working in groups</li> <li>Collaboration</li> <li>Resilience in performing in front of the class.</li> <li>Non-verbal communication</li> </ul>	Formative assessment used through verbal peer assessment and teacher verbal feedback. <b>Baseline assessment of short non-verbal telling of a nursery rhyme and Freeze frame story</b>
Week 2	Developing knowledge of Storytelling skills and the role of the narrator: <ul style="list-style-type: none"> <li><b>Recap: check knowledge and understanding of Storytelling from previous lesson:</b> What makes an effective freeze frame story?</li> <li>Mime out the action to a sequence described by the teacher</li> <li>Repeat this sequence but this time the teacher narrates the action as a story rather than list the actions</li> <li>Repeat again with students narrating their own story as they perform the mimed sequences. This is <b>DIRECT ADDRESS</b></li> <li>Explore different ways in which a narrator can be used</li> <li>Apply it in practice</li> </ul>	<ul style="list-style-type: none"> <li>Storytelling</li> <li>Role of narrator</li> <li>Direct address</li> <li>Mime</li> <li>Third person Narration</li> </ul>	<ul style="list-style-type: none"> <li>What makes a good storyteller?</li> <li>What are the challenges when narrating your own action?</li> <li>What is the role/function of a narrator?</li> <li>In what ways can a narrator be used effectively to help tell a story?</li> </ul>	<ul style="list-style-type: none"> <li>Audience awareness</li> <li>Non-verbal communication</li> <li>Storyteller</li> <li>Freeze frame</li> <li>Focus</li> <li>Transitions</li> <li>Narrator</li> <li>Third Person</li> <li>Direct address</li> </ul>	<ul style="list-style-type: none"> <li>Actor</li> <li>Audience</li> <li>Mime</li> <li>Eye-contact</li> <li>Gesture</li> <li>Facial expression</li> <li>Confidence</li> <li>Energy</li> <li>Belief</li> <li>Plot</li> <li>Effective</li> </ul>	<ul style="list-style-type: none"> <li>Working in groups</li> <li>Collaboration</li> <li>Resilience in performing in front of the class.</li> <li>Non-verbal communication</li> <li>Developing confidence in the use of voice</li> <li>Identifying success</li> <li>Giving constructive feedback</li> </ul>	Formative assessment Self-reflection throughout the lesson through use of questioning. Peer feedback of short performances Teacher verbal feedback reflecting on good practice within the class.
Week 3	<b>Understanding how to build tension and suspense within storytelling</b> <ul style="list-style-type: none"> <li>Explore the vocal skills and how this can be varied and adapted to create different effects – Teacher to demonstrate (Gradually blowing up a balloon can work well as the atmosphere becomes full of suspense the larger the balloon becomes!)</li> <li>Students experiment with vocal skills to add suspense to their stories.</li> </ul>	<ul style="list-style-type: none"> <li>Storytelling</li> <li>Role of Narrator</li> <li>Direct Address</li> <li>Third Person Narration</li> <li>Tension/Suspense</li> </ul>	<ul style="list-style-type: none"> <li>What are key vocal skills?</li> <li>How can a performer add interest with their use of voice?</li> <li>What skills can a narrator use to effectively build tension or suspense for an audience?</li> <li>How else can you work together to help build tension when telling a story?</li> </ul>	<ul style="list-style-type: none"> <li>Audience awareness</li> <li>Non-verbal communication</li> <li>Storyteller</li> <li>Freeze frame</li> <li>Focus</li> <li>Transitions</li> <li>Narrator</li> <li>Third Person</li> <li>Direct address</li> <li>Tension</li> <li>Suspense</li> <li>Tone</li> <li>Pitch</li> <li>Emphasis</li> <li>Volume</li> <li>Pace</li> </ul>	<ul style="list-style-type: none"> <li>Actor</li> <li>Audience</li> <li>Mime</li> <li>Eye-contact</li> <li>Gesture</li> <li>Facial expression</li> <li>Confidence</li> <li>Energy</li> <li>Belief</li> <li>Plot</li> <li>Effective</li> <li>Vocal</li> </ul>	<ul style="list-style-type: none"> <li>Working in groups</li> <li>Collaboration</li> <li>Resilience in performing in front of the class.</li> <li>Non-verbal communication</li> <li>Oracy - Identifying success</li> <li>Oracy Giving constructive feedback</li> <li>Oracy - Planning and discussion</li> </ul>	Formative assessment Self-reflection throughout the lesson through use of questioning. Peer feedback of short performances Teacher verbal feedback reflecting on good practice within the class.

Week 4	<p>Develop knowledge and understanding of how to tell a well-known story from a different perspective.</p> <p>Apply skills and knowledge of storytelling techniques learnt so far.</p> <p><b>In groups of 5, choose a fairy tale / story which you will re-tell from the perspective of a different character.</b></p> <ol style="list-style-type: none"> <li>1) Identify the key moments in the story.</li> <li>2) Select the character from whose perspective the tale will be re-told.</li> <li>3) Plan a key moment at a time and improvise the re-telling of the scene from the new perspective using only five lines per moment (including narration).</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Storytelling</i></li> <li>• <i>Role of Narrator</i></li> <li>• <i>Direct Address</i></li> <li>• <i>Third Person Narration</i></li> <li>• <i>Tension/Suspense</i></li> <li>• <i>Perspective</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>From whose perspective will you tell the story in order to create the most interesting performance?</i></li> <li>• <i>What skills will you need to apply in order to make your performance successful?</i></li> <li>• <i>How will telling the story from a different character's perspective change the story?</i></li> <li>• <i>What do you need to improve about your performance for next week?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Audience awareness</i></li> <li>• <i>Non-verbal communication</i></li> <li>• <i>Storyteller</i></li> <li>• <i>Freeze frame</i></li> <li>• <i>Focus</i></li> <li>• <i>Transitions</i></li> <li>• <i>Narrator</i></li> <li>• <i>Third Person</i></li> <li>• <i>Direct address</i></li> <li>• <i>Tension</i></li> <li>• <i>Suspense</i></li> <li>• <i>Tone</i></li> <li>• <i>Pitch</i></li> <li>• <i>Emphasis</i></li> <li>• <i>Volume</i></li> <li>• <i>Pace</i></li> <li>• <i>Perspective</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Actor</i></li> <li>• <i>Audience</i></li> <li>• <i>Mime</i></li> <li>• <i>Eye-contact</i></li> <li>• <i>Gesture</i></li> <li>• <i>Facial expression</i></li> <li>• <i>Confidence</i></li> <li>• <i>Energy</i></li> <li>• <i>Belief</i></li> <li>• <i>Plot</i></li> <li>• <i>Effective</i></li> <li>• <i>Vocal</i></li> </ul>	<p><i>Teamwork, respect, resilience.</i></p> <p><i>Decision making/critical thinking</i></p> <p><i>Oracy – verbal reflection of own work</i></p>	<p><i>Formative assessment</i></p> <p><i>Self-reflection throughout the lesson through use of questioning.</i></p> <p><i>Peer feedback of short performances</i></p> <p><i>Teacher verbal feedback reflecting on good practice within the class.</i></p>
Week 5	<p>Students will demonstrate a developing knowledge of:</p> <p>How to make final preparations for a performance.</p> <p>How to identify success in the work of others</p> <p>How to give constructive feedback and identify improvement points.</p> <p>How to perform in front of another group and receive their feedback, formally.</p>	<ul style="list-style-type: none"> <li>• <i>Storytelling</i></li> <li>• <i>Role of Narrator</i></li> <li>• <i>Direct Address</i></li> <li>• <i>Third Person Narration</i></li> <li>• <i>Tension/Suspense</i></li> <li>• <i>Perspective</i></li> <li>• <i>Performing</i></li> <li>• <i>Responding</i></li> <li>• <i>Success Criteria</i></li> <li>• <i>Self-reflection</i></li> <li>• <i>Success</i></li> <li>• <i>Areas to improve</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What makes an effective piece of storytelling?</i></li> <li>• <i>How can you work as a team to ensure your piece is effective and includes all the skills and techniques that we have learnt in this topic?</i></li> <li>• <i>What were the most successful aspects of the piece of work you watched?</i></li> <li>• <i>What advice would you give to the group to help them improve their work?</i></li> </ul>	<p>As above:</p> <ul style="list-style-type: none"> <li>• <i>Techniques</i></li> <li>• <i>Aspects</i></li> </ul>	<p>As above:</p> <ul style="list-style-type: none"> <li>• <i>Advice</i></li> <li>• <i>Improvement</i></li> <li>• <i>Successful</i></li> </ul>	<p><i>Critical Analysis</i></p> <p><i>Respect</i></p> <p><i>Reflection</i></p> <p><i>Oracy – verbal reflection of the work of others</i></p>	<p><i>Summative assessment.</i></p> <p><i>Final performance with Peer feedback and self-assessment.</i></p>
Week 6	<p>Final performance of finished piece of storytelling.</p> <p>Formative Assessment:</p> <p>Develop their presentation/performance skills.</p> <p>Develop ability to reflect on their own work</p>	<ul style="list-style-type: none"> <li>• <i>Storytelling</i></li> <li>• <i>Performing</i></li> <li>• <i>Responding</i></li> <li>• <i>Success Criteria</i></li> <li>• <i>Self-reflection</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How can you ensure that your final performance shows your understanding of storytelling theatre?</i></li> <li>• <i>Can you sustain your performance throughout?</i></li> <li>• <i>What was the most effective part of your own performance and why?</i></li> <li>• <i>What do you feel could have been improved in your own performance?</i></li> </ul>	<p>As above:</p> <ul style="list-style-type: none"> <li>• <i>Sustaining role</i></li> </ul>	<p>As Above:</p>	<p><i>Teamwork</i></p> <p><i>Respect, reflective, resilience</i></p> <p><i>Oracy – verbal reflection of experience</i></p> <p><i>SMSC/PSHE – Learning to look after one another in a controlled manner</i></p>	<p><i>Formative assessment</i></p> <p><i>Self-reflection throughout the lesson through use of questioning.</i></p> <p><i>Peer feedback of tasks</i></p> <p><i>Teacher verbal feedback reflecting on good practice within the class.</i></p>
Week 7	<p>Reflect on performance work from last week</p> <p>Applying knowledge of storytelling skills and techniques to build and create their own stories based on a stimulus:</p> <p><b>Stimulus:</b></p> <p><b>Images and captions from The Mystery of Harris Burdick</b></p> <p><b>Recap: What makes a good story?</b></p> <p>Explore stimulus material as a class: (Any or all of the following)</p> <ul style="list-style-type: none"> <li>• One word story circles</li> <li>• Yes, and... story circles</li> <li>• Pairs – Yes, and... improvised stories</li> <li>• Freeze frames with captions for the next part of the story (or previous scene).</li> </ul>	<p><i>Reflection</i></p> <p><i>Devising from a stimulus</i></p> <p><i>Storytelling</i></p>	<ul style="list-style-type: none"> <li>• <i>What targets can you set yourself in order to progress in the next piece of work?</i></li> <li>• <i>What does a good story need to be effective?</i></li> <li>• <i>What is a stimulus?</i></li> <li>• <i>How can a stimulus be used to inspire a piece of storytelling theatre?</i></li> <li>• <i>Can you listen to others, accepting ideas that have been offered and building on these to create a coherent story?</i></li> </ul>	<p>As Above:</p> <ul style="list-style-type: none"> <li>• <i>Stimulus</i></li> <li>• <i>Accepting</i></li> </ul>	<p>As above:</p> <p>Coherent</p> <p>Caption</p>	<p><i>Teamwork</i></p> <p><i>Respect, reflective, resilience</i></p> <p><i>Creativity</i></p> <p><i>Oracy – verbal reflection of experience</i></p>	<p><i>Self-reflection throughout the lesson through use of questioning.</i></p> <p><i>Teacher verbal feedback reflecting on good practice within the class.</i></p>

	<ul style="list-style-type: none"> <li>Question the picture: who lives here? How old is the character? Where do they come from? What just happened? What will happen next? How did the story begin? How will it end?</li> </ul>						
Week 8	<p><i>Beginning of Devising Process</i> Students will learn how to construct their own piece of storytelling theatre, applying techniques already learnt in the unit.</p> <ul style="list-style-type: none"> <li>Split the class into groups of 4/5</li> <li>Groups select their chosen image after a discussion as a group (Teacher might guide students or offer a free choice – depending on independence of class. Perhaps offer a choice of 2 or 3)</li> <li>Groups begin to mind map ideas. (Could use improv tasks from last week to do this)</li> <li>A basic plot is created and this is broken down into 6 – 8 key moments.</li> </ul>	<p><i>Storytelling Theatre</i> Responding to a stimulus Structuring a story</p>	<ul style="list-style-type: none"> <li>What opportunities does the stimulus provide you with for telling an inventive story?</li> <li>How many different ways could you interpret this image and caption?</li> <li>How many characters will you need to tell your story?</li> <li>How many narrators will you use to tell the story?</li> <li>Have you created a clear story arc? (beginning, middle, end)</li> <li>Where will the climax of the story occur?</li> <li>How will you make this climax effective?</li> </ul>	<ul style="list-style-type: none"> <li>Stimulus</li> <li>Story Arc</li> <li>Climax</li> </ul>	<p>Interpret Respond Mind map Plot Key moments Character Beginning Middle End</p>	<p>Teamwork Respect, reflective, resilience Problem Solving Creativity Oracy – verbal communication of ideas</p>	<p>Self-reflection throughout the lesson through use of questioning. Peer feedback of tasks Teacher verbal feedback reflecting on good practice within the class.</p>
Week 9	<p><i>Building and creating a piece of devised storytelling theatre.</i></p> <p><i>Using the plan from last week's lesson the groups begin work on devising their performances.</i></p> <p><i>The piece should include storytelling techniques learnt through the topic:</i></p> <ul style="list-style-type: none"> <li>Freeze Frames</li> <li>Smooth transitions</li> <li>Mime</li> <li>Movement</li> <li>Use of Narrator(s)</li> <li>Dialogue (Only small amounts)</li> <li>Creation of tension/suspense</li> </ul> <p><i>Students might also:</i></p> <ul style="list-style-type: none"> <li>Multi-role</li> <li>Slow Motion</li> <li>Use simple props/costume/accessories</li> <li>Use simple puppetry</li> <li>Sound scapes</li> </ul> <p><i>Students should be guided through this process. Some groups may need a more scaffolded approach than others. (Could break into shorter tasks – EXAMPLE: 5 minutes to create the opening scene which should include a freeze frame, 2 lines of dialogue and a piece of narration)</i></p>	<p><i>Storytelling Theatre</i> Responding to a stimulus Structuring a story Devising</p>	<ul style="list-style-type: none"> <li>How can you work effectively as a group to create an effective piece of storytelling theatre?</li> <li>Which storytelling techniques are you and your group going to focus on?</li> <li>How can use these techniques to <b>MARK A MOMENT</b></li> </ul> <p><i>Half way through the lesson:</i></p> <ul style="list-style-type: none"> <li>How well have you and your group used your time so far?</li> <li>What needs to be improved about the piece at the moment and how will you do this?</li> </ul>	<p>As Above:</p> <ul style="list-style-type: none"> <li>Focus</li> <li>Attention to Detail</li> <li>Audience awareness</li> <li>Sound Scapes</li> <li>Puppetry</li> <li>Props</li> <li>Mark a Moment</li> </ul>	<p>Costume Accessories</p>	<p>Teamwork Respect, reflective, resilience Problem Solving Creativity Oracy – verbal reflection of experience</p>	<p>Formative assessment Self-reflection throughout the lesson through use of questioning &amp; filming of WIP. Peer feedback of tasks. Teacher verbal feedback reflecting on good practice within the class.</p>
Week 10	<p><i>Storytelling Assessment</i> <i>Preparation – final rehearsals to polish and refine performances.</i></p> <p><i>Students will rehearse, perform to another group who will film their work in progress and offer feedback.</i> <i>Students will self-reflect and make improvements identified by themselves / peers.</i></p>	<p><i>Rehearse</i> <i>Storytelling Theatre</i> <i>Devising</i> <i>Refine</i> <i>Reflect</i> <i>Improve</i></p>	<ul style="list-style-type: none"> <li>How are you going to ensure you stay in role?</li> <li>How are you going to keep your audience engaged in your performance?</li> </ul>	<ul style="list-style-type: none"> <li>Energy</li> <li>Focus</li> <li>Sustaining a role</li> <li>Engaging</li> </ul>	<p>Challenges Rehearse Refine Commitment Success Areas to improve</p>	<p>Teamwork Respect, reflective, resilience Oracy – verbal reflection of experience SMSC/PSHE – Learning to look after one another in a controlled manner</p>	<p>Formative assessment Self-reflection throughout the lesson through use of questioning &amp; filming of WIP. Peer feedback of tasks. Teacher verbal feedback reflecting on good practice within the class.</p>
Week 11	<p><i>Assessment of final piece of Original Storytelling</i></p>	<p><i>Storytelling Theatre</i> <i>Performance</i></p>	<ul style="list-style-type: none"> <li>Can you perform your story with commitment, energy and focus – sustaining your role throughout?</li> </ul>	<p>Commitment Energy Focus Sustaining a role</p>	<p>Analyse Evaluate Success Improvement</p>	<p>Teamwork Respect, reflective, resilience</p>	<p>Summative assessment. Final performance with Peer feedback</p>

			<ul style="list-style-type: none"><li>• <i>What are the strengths and weaknesses of the performance you watched?</i></li><li>• <i>How could the performance have been improved?</i></li></ul>			<i>Oracy – verbal reflection of work of others</i>	<i>and self-assessment.</i>
<i>Week 12</i>	<i>Super Teaching: Reflection on own work. Target setting</i>	<i>Reflection Target Setting</i>	<ul style="list-style-type: none"><li>• <i>What progress have you made during this learning cycle?</i></li><li>• <i>What were your biggest successes?</i></li><li>• <i>How could you improve your work for future projects?</i></li></ul>	<i>All of the above</i>	<i>Range (of skills) Reflection Progress Success Improve</i>	<i>Reflective Resilience Respect Developing Written Communication</i>	<i>Summative assessment. Formative assessment used to get students to reflect on the progress they have made. Self-assessment – Target setting.</i>