



Topic: Physical Theatre

**Class:KS3/4
No. Of Pupils: 30**

**Room: Large
space**

Time: 1 hour

National Curriculum Focus:

Speaking and Listening: -

- Work purposefully in groups, negotiating and building on the contributions of others to complete tasks.
- To use a range of dramatic approaches to explore ideas, texts and issues in improvised work.
- To select different dramatic techniques to convey action, character, atmosphere and tension, and justify choices.

Learning Objectives:

What pupils will learn:

1. **Students will understand the skills needed to be successful at physical theatre**
2. **Students will understand how to create a piece of physical theatre drawing on experiences from practitioners e.g. Berkoff and Meyerhold**
3. **Students will learn about and explore physically the idea of 'divide' and what it means to them.**
4. **Students will understand how paying attention to pace and proxemics can improve a performance.**

Learning Outcomes:

What pupils will produce/do/how learning will be demonstrated:

1. **Students will demonstrate their understanding of physical theatre through participation in a whole group activity and the completion of the small group activity.**
2. **Students will demonstrate their understanding of how to create and apply their own physical theatre performance, using the method of chance dance and drama skills they already know such as narration, movement, chorus, role play and tableau. Students will also demonstrate their understanding of the task through the application of peer, self and teacher assessment.**

Assessment Through: Informal observation, interaction with the class, teacher intervention, group discussions, whole group performance, directed questioning, open questioning, question and answer sessions, peer and self assessment, student centred criteria.

Cross-curricular links /themes: *Including Numeracy, Literacy, History, ICT, PSHE, Citizenship, thinking skills, Key skills, other. (if appropriate.)*

Literacy: Understanding the definition of skills and how to apply it to performance. Reading/speaking extracts of speech.

ICT: Resources/PowerPoint.

PSHE: Exploration of their imagination, Awareness of their audience, Work co-operatively, Act as a performer, Self/Peer Assessment.

Citizenship: Exploration of their imagination, Awareness of their audience, Work co-operatively, Act as a performer, Self/Peer Assessment.

Thinking Skills: Making, Performing, Responding.

History: Exploration of original source material Key Skills: Speaking, Listening, Reading.
Resources and materials required: <i>What equipment will you need to carry out the activity?</i> Dice and photographs Football templates 'Football' Music e.g. crowd noise, world cup songs etc A goal (can be a bucket/net) Numbers on string
Differentiation considered:
All pupils will be able to: - 1. Students will understand how to create a short piece of physical theatre. 2. Students will understand how to create and apply their ideas in performance using at least one appropriate dramatic technique.
Most pupils will be able to: - 1. Students will understand how to create a short piece of physical theatre, taking some influence from key practitioners. They will evaluate the effectiveness of physical theatre to explore a topic and will begin to understand how pace/sound effects performance. 2. Students will understand how to create and apply their ideas in performance using more than one appropriate dramatic technique.
Some pupils will be able to: - 3. Students will understand how to create a short piece of physical theatre, taking influence from key practitioners. They will evaluate the effectiveness of physical theatre to explore a topic and explore how pace/sound effects performance. 1. Students will understand how to create and apply their ideas in performance using at least 2 dramatic techniques..

Differentiation Grid

Increasing Levels of Difficulty √	Group Work √	VAK √	Use of Target/ Directed Questions √	Progressive difficulty √
Completely Different Task or Worksheet	Resources √	Classroom Assistant	Individual Work √	Peer Support/ Collaboration √
Open-ended Task √	Extra Homework for G&T	Table Writing or Writing Frames √	ICT Access √	Outcome √
Extension	Other			

Starter/Introduction:

As pupils enter the room the space is set up with 2 'goals' (see resources). Pupils are given a number each which is on string so that they can be hung around the neck. Teacher explains to pupils that this is their number for the next few lessons; the numbers are red and blue.

Differentiation: If you know the class you could use the numbers for selective grouping.

- Teacher asks pupils to organise themselves into two sides red numbers on one side and blue numbers on the other. Teacher calls numbers (takes register). She then chooses one pupil to be Mahon and Houlding (the referees!) and explains the rules of the game to pupils....

Differentiation: Choose gifted and talent pupils OR students that you want to focus more to take on the roles of Mahon and Houlding.

1. This is a very physical and energetic game. It is vital that we take care around the space and are aware of one and other.
2. The referees Mahon and Houlding (why have I chosen these names?) are going to call a number each from either side, they will call Everton V Liverpool 1,2,3 who'll play where? We soon shall see! Followed by a number e.g. Number 26!
3. If you hear your number you must run to the opposite goal. The aim is for every member of each team to have swapped goals. Simple!
4. I will shout out instructions e.g. slow motion, fast forward, leading with your nose etc which will encourage you to travel in different ways.

Differentiation: Get gifted and talented pupil to model this.

5. If at any moment I shout FREEZE you must stop exactly where you are and in the position you are in. *Teacher can pull out certain numbers to observe the tableau if they choose.*
 6. Teams you must encourage your players!
- Teacher allows pupils to play the game for 5-7 minutes, by this time pupils should have enjoyed the game but also experienced travelling in different ways, as listed above. And must also have heard FREEZE and least twice during the game.
 - Teacher leads discussion using the key questions...

Key Questions:

1. What do you think the purpose of playing that game was?
2. What drama skills did you noticed appeared as you played?
3. What skills do you need to be good at the game?
4. Did the game test you physically? Why?
5. What where the differences between the ways you travelled?
6. Was one more effective than others? Why?
7. If we played again and invited an audience could it be a performance?
8. What would it teach the audience about the history of 'The Split'? How could it be clearer?

Assessment: use directed and guided questions to assess pupil's progress so far. Make mental notes of who to target during the next set of activities.

Main Activities:

- Teacher explains that today they are going to work on creating a Physical Theatre performance. Does anyone know what that may entail?
- Teacher introduces and explains – **Berkoff, Meyerhold and Le Coq**
- *"These practioners where and still are 3 of the leading men in the Physical Theatre world and that they experiment with movement similarly to how we did when we were playing the*

game. Meyerhold created something called Biomechanics which required actors to move in a precise way, ensuring they moved every single muscle in the bodies (model the bow and arrow), Le Coq was a master of clowning and the movements he used were very over exaggerated a bit like what we see today at the circus! Berkoff liked to add animal characteristics into his movements and often got his actors to physicalise characters in this way. I want you to think about this when you're creating your performances today."

Differentiation: Teacher has opportunity to select groups by using the numbers pupils had previously been given.

- Teacher organises the pupils into groups of six.
- Teacher introduces six pictures provided in this resource and displays them on power point or gives each group a copy. Each picture has a number on it that corresponds to the numbers on a dice e.g. 1-6.
- Teacher gives each group a dice and asks them to roll it six times and record the order of the numbers, it can be any combination. If the number three appears four times pupils **MUST** record this. It is simply luck with regards to the combination of numbers.
- Teacher explains to pupils that the order of their numbers will now relate to the pictures she has given them and that for each picture they must recreate it physically. They can alter formation/number of people performing the action but the original picture must be evident.

Differentiation: teacher encourages all pupils, but in particular gifted and talented pupils to use a range of drama techniques alongside the physical theatre.

- Teacher encourages pupils to think about how they travel between each image and how they perform each picture and tells them to think about the information they were given on the practitioners.
- Teacher also gets the group to think carefully about the theme of the 'split' and the word 'divide'. They may decide to split their group into two and perform facing each other or ask for another team to perform their piece alongside theirs to demonstrate the idea of conflict.
- Teacher gives pupils 15 minutes to devise their physical theatre performance and goes around the space ensuring everyone understands what is expected.

Assessment: teacher takes time to visit each group and offer advice and feedback. Teacher makes mental notes and notes in planner for future assessment/report writing.

Plenary/Conclusion:

- Teacher explains to pupils that they are now going to watch each of the performances. Teacher leads performances and feedbacks from the pupils

Key questions

1. How did each group interpret the idea of the pictures differently?
2. Why do you think this was?
3. Did the combination of numbers effect what the pieces were about? Why?
4. Which style of physicality did you think was most effective? Why?
5. If you were going to expand this performance further what would you do?
6. How do you think changing pace and formation alters a performance?

Assessment: use directed and guided questions to assess pupil's progress. Make mental notes of who to target during the plenary.

- Teacher introduces the Football Plenary
- Teacher gives each group a template of a football and some celotape. The teacher explains that on each side of the football each member of the group must write an achievement/something they've learnt from today's lesson and a target for the next lesson. So for example on my side it might say- *I have learnt how pace can create dramatic effect and my target next lesson is to experiment further with how performances can be staged.*

Differentiation: teacher to encourage pupils to set personal targets, nothing can be too big or too small; this encourages personalised learning and ensures all pupils have a sense of achievement.

- Teacher explains that when they have all written on the football they must construct it by folding it together and using celotape and get into the 'goal'.
- First team to have it in the goal, together and filled in WINS!

Teacher cannot only use the footballs in later lessons but now has a hard copy of evaluations/targets from pupils that can be used as evidence for GCSE/BTEC but also as a means to inform future planning and check pupil understanding.

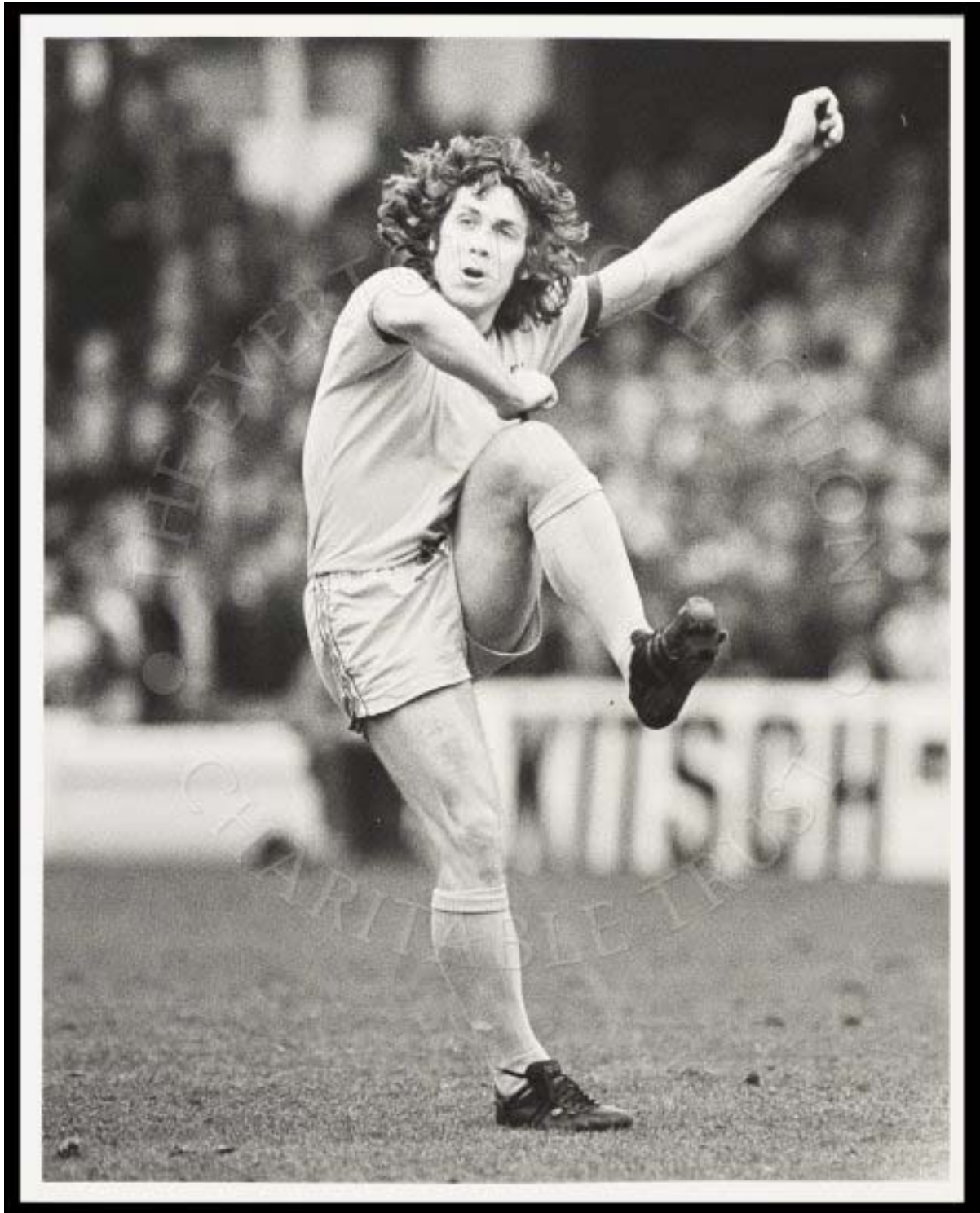
1



Phil Parkes in action

796EFC/26/2/591

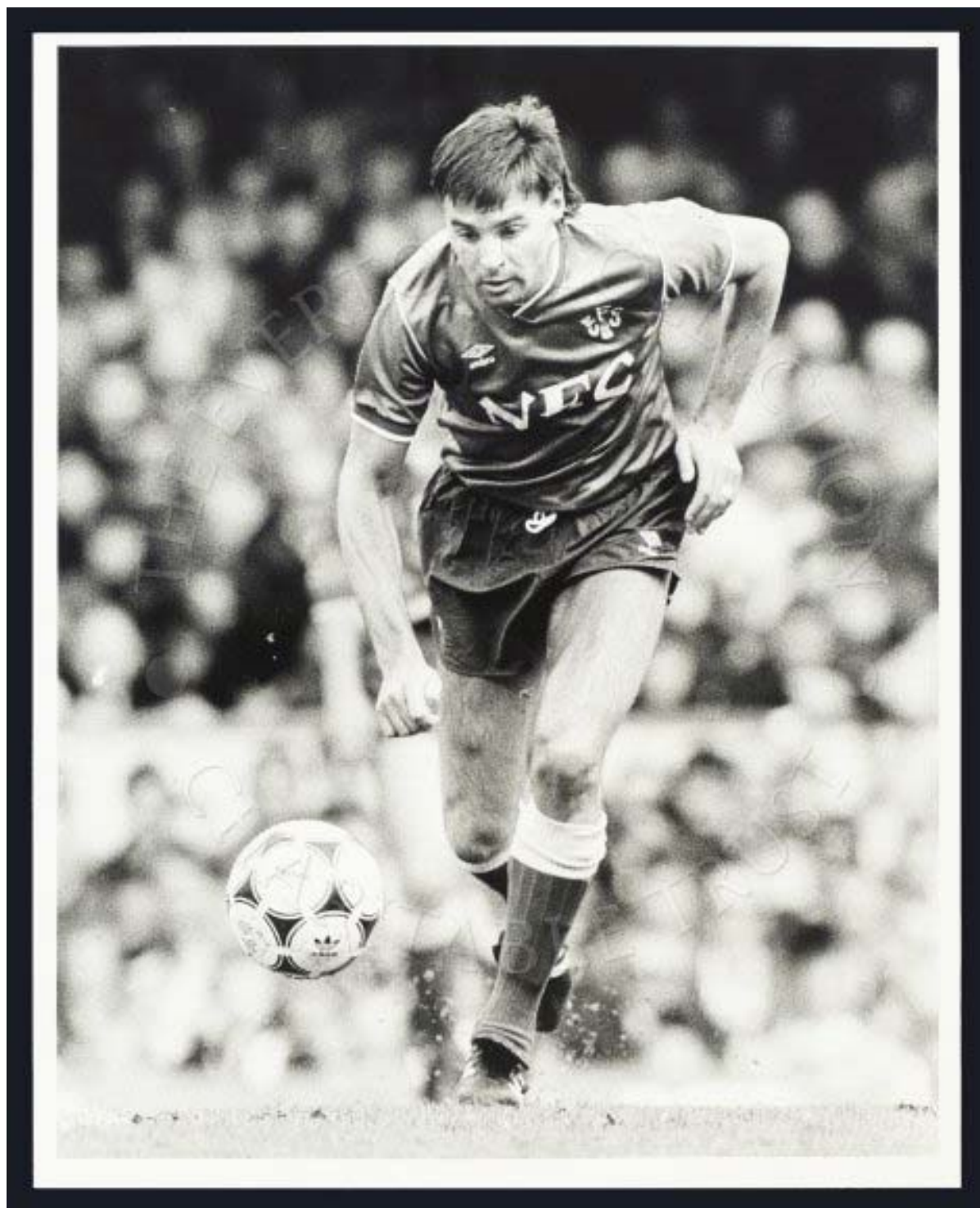
2



Mike Pejic in action , 1978

796EFC/26/2/609

3



Photograph of Pat Van Den Hauwe in action, 1989

796EFC/26/2/875

4



Alan Whittle in action, 1972

796EFC/26/2/942

5



Jimmy Husband and Joe Royle, Everton and two West Bromwich Albion players, 1969

796EFC/26/2/4
20



6

Derek Mountfield, Everton and Frank Worthington,
Southampton, 1984

796EFC/26/2/561





















A poster to display at each end of the room during the starter activity and on the 'goal' for the plenary exercise.



@ www.ClipProject.info

This is the pattern to be used for pupils to take part in the plenary exercise, please enlarge the image for each group in your class-the bigger the better! The larger the image is, the easier it is for pupils to piece together and write legible targets on.

