

How this scheme of work links to school vision and values (wellbeing, independence, communication, achievement):

	Topic	Learning Intentions	Tasks
W1	Melodrama	<ul style="list-style-type: none"> To name stock character from melodrama. To identify a film/tv show/play that you have seen that has stock characters from melodrama in them. 	<ul style="list-style-type: none"> In a circle, the class uses a 'copying exercise' which involves everyone. Without looking at anyone, each student must copy the people next to them, the teacher is the leader but anyone walking in should not know this, as time goes on, make the gestures made more exaggerated – 0%, 50% and 100% – discuss how easy it was to do. When did it get difficult? The class practically explore the melodrama stock characters. Use the following lines: The Hero: 'I'll save you!' The Heroine.: 'Help, Help!' The Villain: 'I'll get you next time!' The loveable rogue: 'I'll help you, Jack!' The aged parents: 'Oh dear, oh dear!' The focus is on the exaggeration of movement and voice.
W2	Melodrama	<ul style="list-style-type: none"> Combine your skills and knowledge of melodrama to create a melodramatic style of play Interpret and rehearse a melodramatic scenario into a melodramatic play Discuss the way that melodrama has influenced the film industry, giving key examples. 	<ul style="list-style-type: none"> Go round the circle; each student states one new fact they have learnt about stock characters. A practical recap of the stock characters – students walk around the room; when a character is called, with a number from 1–5, they must become the character and play it at the exaggerated level, with 1 being 0%, 3 being 50% and 5 being 100%. Groups to create each scene – no speech. Hero proposes to heroine, she accepts but he then is sent to war. Villain proposes in his absence; she refuses and he kidnaps her and ties her to a chair; asks again she still refuses. Hero returns from war, no heroine. Villain ties heroine to a rail track. Hero and villain fight – this scene is omitted for this lesson. Hero rescues her in the nick of time.

W3	Melodrama	<ul style="list-style-type: none"> Organise a short, clear and coherent melodramatic performance Improve and refine your acting through the rehearsal process by showing the ability to play convincing stock characters Compare different interpretations of the same text, e.g. how different groups have interpreted the scenario. 	<ul style="list-style-type: none"> Physical warm-up focusing on stock characters: space walking, teacher calls character's name, students must become character. Performance and evaluation of work: choose students to comment on effectiveness of pieces. How is it similar to modern film and theatre? Discuss as a class the different interpretations of the scenario.
W4	Commedia dell'arte	<ul style="list-style-type: none"> Use knowledge of the commedia dell'arte style to devise a short scene exploring role reversal. 	<ul style="list-style-type: none"> Walk the space individually: represent the following adjectives by changing physicality and movement: -Cheeky -Feeble -Wealthy -Poor. What changed (pace, posture, etc.)? Which did you feel were closest to one another (e.g. cheeky and wealthy, feeble and poor)? In pairs, create two still images where one partner has a higher status than the other. One must be exaggerated and one must be subtle. Encourage students to think about the 'characters' they have just created. Spotlight one or two still images. Class discussion: What conventions have they used to convey status? Did students imagine that the wealthy character held the higher status? Why?

<p>W5</p>	<p>Commedia dell'arte</p>	<ul style="list-style-type: none"> Select and control appropriate vocal and movement skills that show a commedia character and develop them within rehearsal 	<ul style="list-style-type: none"> Explain that we will be looking at commedia dell'arte, a type of street theatre that began in Italy. Masks were often worn by the actors so gestures and movements were exaggerated. It was a family tradition, roles were passed on from generation to generation as were the storylines. It was a fun style of theatre with archetypal characters that would be in each play. In most pieces the poor servant was often made out to look like the witty hero. <p>In pairs, devise a simple scene in which a master is ordering around his servant to fetch him an outfit. He keeps changing his mind and the servant gets more and more frustrated. It should end with the servant 'getting his own back' on his master.</p> <p>Watch one or two examples, followed by positive comments and suggestions for improvement.</p>
<p>W6</p>	<p>Commedia dell'arte</p>	<ul style="list-style-type: none"> Use knowledge of the commedia dell'arte style to devise a short scene Select and control appropriate vocal and movement skills that show a commedia character, and develop them within rehearsal 	<ul style="list-style-type: none"> Recap on what we learnt last lesson about this style. Introduce the key four characters. This can be done physically as well as through description depending on the class you are teaching. <p>Key Characters</p> <p>Four key characters:</p> <p>f <i>Pantalone</i>: Old miser and tight with money. f <i>Arlecchino</i>: Servant who likes to steal things. f <i>Il Capitano</i>: Pretends to be brave, but is a coward and thinks he is gorgeous. f <i>Columbina</i>: Lady's maid who is intelligent and gentle and kind.</p> <ul style="list-style-type: none"> Discuss the contrast of these characters and which part of the bodies students feel each would lead from. Individually walk around the room as each of these stereotypical character types. Put the class into groups of 4. In these groups they are to use the main characters to create a scene called 'The Restaurant'. Ask them to consider using slapstick if possible and to think about how they are using levels and status within their work too.

			<p>(Potential plot line</p> <p>If groups are struggling they could use the potential structure below to help support their scene:</p> <p>Pantalone is at dinner with Il Capitano who is showing off</p> <p>Columbina takes the orders and Il Capitano is flirting with her</p> <p>Arlecchino brings out the meals but is trying to steal from his two customers</p> <p>Il Capitano makes a big confession of love and is put down by Columbina who tells of her love for Arlecchino</p> <p>Pantalone leaves miserable as he has not got Il Capitano's attention.)</p>
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Trips which accompany this topic: