

Year 7 Unit 3 Spy School Curriculum Summary

Name of unit	Spy School
Why do we study this unit?	To apply drama skills learnt so far. To apply rehearsal techniques by polishing a piece of improvised or scripted drama. Understand Stanislavski's role in theatre.
By the end of the unit, students will be able to....	Apply some of Stanislavski's methods, and begin to understand Stanislavski's techniques. Develop character-acting skills under the pretext of training as a MI6 agent. Work in role within Stanislavski style exercises. Focus with a level of maturity. Give a performance showing skills such as focus, facial expression, movement memory and gesture. Identify strengths and areas for development using drama terminology.
Links to previous units	Students will apply freeze frames and build on vocal skills and characterisation skills covered in Unit 1 & 2.
Key vocabulary	Stanislavski, naturalism, physicality, belief, imagination, magic 'if', tempo and rhythm, sense and emotional memory, objectives and principles.
Week and summary topic	Knowledge and skills learned
1:Spy School and Stanislavski	Pupils will learn who he was and what he did for theatre. Spy school will be set out. Students will brainstorm famous secret agents. Students will be given Top Secret Passbooks to fill out. Students will take part in two belief activities – the kitten and missing note. DVI- Naturalism. Naturalism monkey exercise.
2: Physicality	Pupils will be taught about an actor's body and voice making a character, and how it is needed to express every subtle shade of character. Pupil experience an animal characteristic exercise, and experiment with a variety of different animal characters. Pupils will experiment in an exercise to lead with different body

	parts, take part in a voice activity, and create a role on the wall.
3: Magic 'If'	<p>Pupils will be demonstrate through character work, the ability to use the Magic 'If' in order to help their process of 'belief'. They will create a backstory for their character. Some pupils will demonstrate interrogation.</p> <p>Pupils will work in pairs, and apply magic 'if' at the I of rehearsal will be taught, pupils will then be grouped and decide which task they will be preparing for milestone. Then begin rehearsal</p>
4: Tempo and Rhythm	<p>Pupils will demonstrate the ability to use tempo and rhythm when developing characters. Pupils will be taught that tempo signifies the speed of emotions or actions which could be fast, medium or slow. Rhythm signifies what is internally happening, the emotional experience may be shown through gestures, actions and movements.</p> <p>Pupils will experience whole class activities and one will volunteer to demonstrate body language.</p>
5: Sense and emotional memory	<p>Pupils will demonstrate the use of sense memory and emotional memory. Pupils will take part in two activities to make them aware of sense and emotional memory. Working in role, they will remain truthful when receiving bad news.</p>
6. Super-Objectives, Objectives and Obstacles.	<p>Pupils will demonstrate a basic understanding of how super-objectives, objectives and obstacles help actors create realism in acting.</p> <p>Pupils will work in a variety of super objective scenarios. Then reflect on Stanislavski's methods.</p>