

## Year 8 Unit 1 Voice and Movement Curriculum Summary

<b>Name of unit</b>	Voice and Movement
<b>Why do we study this unit?</b>	To be introduced to soundscapes. To apply Stanislavski's methods introduced in Y7, experimenting with voice and movement. To work as an ensemble, creating a piece of physical theatre inspired by the Tempest.
<b>By the end of the unit, students will be able to....</b>	Work as an ensemble on a physical theatre piece inspired by the Tempest. Create a soundscape. Reapply some of Stanislavski's methods, to a piece of script. Give a performance showing skills such as focus, facial expression, movement memory, gesture and imagination. Identify strengths and areas for development using drama terminology.
<b>Links to previous units</b>	Students will apply methods from Y7 Unit 3, and build on vocal skills and characterisation skills covered in Y7 Unit 1 & 2.
<b>Key vocabulary</b>	<b>soundscape, physical theatre</b> , freeze frame, focus, magic 'if', improvisation.
<b>Week and summary topic</b>	<b>Knowledge and skills learned</b>
<b>1: Soundscape and introduction to unit.</b>	Pupils will learn what a soundscape is, and experience how to make one as an actor. DVI- Soundscape Pupils will work with tongue twisters and a nursery rhyme to experience vocal tone and expression. Small group work to create a scene with a soundscape.
<b>2: Physical Theatre &amp; Soundscape</b>	Pupils will be introduced to The Tempest, working as an ensemble they will use physical theatre to symbolise the boat at sea and when it splits up. Students will use two lines from the Shakespeare's text. This will be rehearsed and filmed.
<b>3: Magic 'If'</b>	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>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>
<p><b>4: Tempo and Rhythm</b></p>	<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>
<p><b>5: Sense and emotional memory</b></p>	<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>
<p><b>6. Super-Objectives, Objectives and Obstacles.</b></p>	<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>