

Pantomime

A Scheme of Work
for Year 7/KS3



by
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ARTS
on the move

These are sample pages from the full 56 page Scheme of Work

Notes for Teacher

This is a 14-lesson scheme of work for Year 7 as their introduction not only to Pantomime but to Drama. Oh yes it is. It will last for the entire first term leading up to assessment. Of course, it could be used at *any* time with *any* Key Stage 3 group.

All the lessons are completely editable, so if there is something that is not applicable to your school (for example: you may not use FFT predictors) you can delete / amend it.

Many of the lessons have printable resources – these are in the resource section at the end of the resource. Any lesson which has printable resources has **R** in the header.

If you wish to search for additional web resources, please bear in mind that “Pantomime” is the term given by Americans to what we would call “Mime”. Americans also use it as a noun to describe the person who does the mime – “Marcel Marceau was a French pantomime”. It may be useful to draw this to your students’ attention if they are going to conduct independent internet research.

If you do not have the opportunity to take your students to a live Pantomime during this scheme, then you could do worse than use this one (ITV’s Cinderella starring some familiar faces in their slightly younger days):

https://www.youtube.com/watch?v=CdA_6BtsXko

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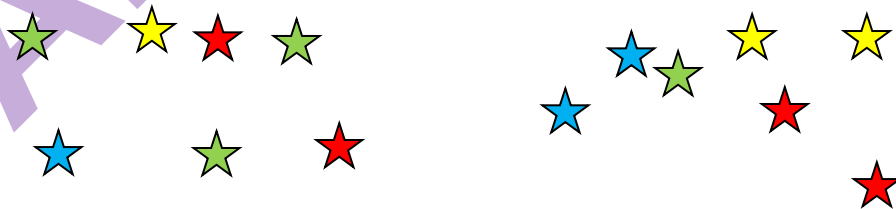
- Scheme overview
- Lesson plans x 14
- Resource section
- Assessment materials

Please note: timings in lesson plans are guidelines only; some activities will take more time, others less. Lesson plans can be split over two timetabled lessons.

YEAR: 7**ABILITY: MIXED****DURATION: 14 X 60 MINUTE LESSONS**

LESSON	LESSON AIMS	DRAMA FOCUS
Lesson 1	Introduction to CHARACTERISATION and building a character. Focus on facial expressions and body language to convey character/ stereotypes.	Characterisation.
Lesson 2	Developing understanding of CHARACTERISATION skills and being able to convey believable and exaggerated characters. Focus on voice, movement and facial expressions in TABLEAUX.	Tableaux and characterisation.
Lesson 3	Introduction to PANTOMIME and the traditions/ history of this performance type. Introduction to storytelling and the NARRATOR in performance. <i>Pantomime: Snow White</i>	History of pantomimes and narration.
Lesson 4	Introduction to STOCK CHARACTERS in Pantomimes and creating exaggerated Characterisation. Introduction to the explorative technique of HOT SEATING.	Stock characters and Hot Seating.
Lesson 5	Developing understanding of additional stock characters. Looking at relationships between characters in well-known fairy tales. Introduction to THOUGHT TRACKING.	Stock characters and Thought Tracking.
Lesson 6	Introduction to the use of ASIDE in Pantomime to create tension and engage an audience. G&T: Dramatic Irony. <i>Pantomime: Cinderella</i>	Aside and tension. Dramatic irony (G&T)
Lesson 7	Introduction to AUDIENCE PARTICIPATION in Pantomimes and how this engages an audience. Looking closely at the DAME and comedy. <i>Pantomime: Peter Pan</i>	Audience participation and the comedy dame.
Lesson 8	Developing understanding of COMEDY used in pantomimes and SLAPSTICK COMEDY. Looking closely at comic characters and understanding why these are funny. <i>Pantomime: Snow White</i>	Comedy and slapstick comedy.
Lesson 9	Introduction to SCRIPT WORK. Pupils will learn how to read and perform scripts, including stage directions. Pupils will develop an understanding of how to write their own scripts and perform these. <i>Pantomime: Robin Hood</i>	Reading, writing and performing scripts.

LESSON	LESSON AIMS	DRAMA FOCUS
Lesson 10	<p>Pupils will gain knowledge and understanding of the Pantomime STRUCTURE; i.e. introduction to characters, crisis, rescue, happy ending. Pupils will understand why Pantomimes have this structure and be able to use this in performance.</p> <p><i>Creating whole class Pantomime.</i></p>	Structure of Pantomimes.
Lesson 11	<p>ASSESSMENT PREPARATION. Pupils should create a performance lasting approx. 5-7 minutes to be performed for their assessment. This should incorporate 2 scenes and include all stock characters (don't have to be in both scenes). They should use as many Panto techniques as possible.</p> <p><i>Must use one of the Pantomimes we have used in class.</i></p>	Preparation for assessment.
Lesson 12	<p>ASSESSMENT PREPARATION. Pupils should continue to develop their Pantomimes for their assessment next lesson.</p> <p>Focus on clear characterisation skills and incorporating as many Panto techniques as possible, i.e. Aside, Comedy, Audience Participation.</p>	Rehearsal for assessment.
Lesson 13	<p>ASSESSMENT of pupils' pantomimes. Pupils should focus on characterisation and conveying strong Pantomime characters.</p> <p>Brief peer assessment of pieces.</p>	Assessment of performance skills.
Lesson 14	<p>Peer and self-assessment, and EVALUATION of performance pieces. Pupils are able to set targets for future development and understand what they have achieved so far.</p>	Peer and self-assessment and evaluation.



YEAR 7 – PANTOMIME – LESSON 3

Aims:

Introduction to PANTOMIME and the traditions/ history to this performance type.
Introduction to storytelling and the NARRATOR in performance.

R

Teacher's name:			Date:				Day:		Period:						
Subject: DRAMA		Year/Group: 7		No. on roll:				Boys:		Girls:					
Prior attainment	*	A	B	C	D	E	F	G	7+	7	6	5	4	3	>3
IEPs attached:	Yes	No	Pupils on SEN register		A			P		Statement in progress		S			

Learning objectives:

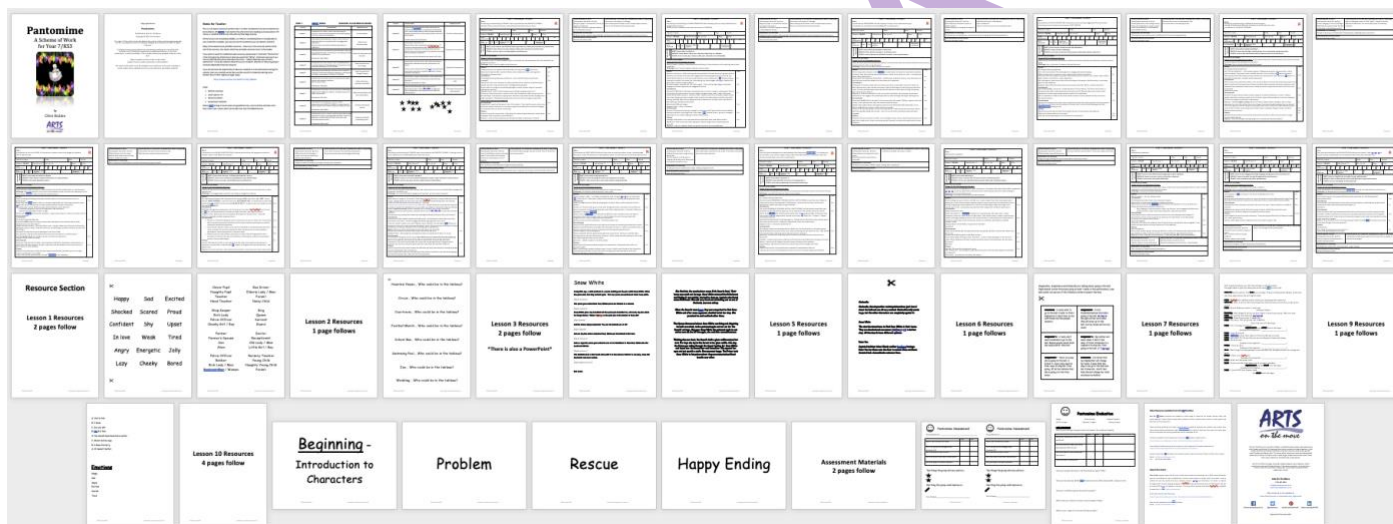
MUST: learn where pantomimes came from.
SHOULD: learn what a narrator in a performance is.
COULD: learn to become an effective narrator in your performance.

Context of the lesson
Lesson 3 of 14 in Pantomime Scheme.
Pupils will learn about the Pantomime tradition and influences and will be able to describe how and why a narrator may be used in a performance.
Challenge: use your voice effectively as the narrator.

	Time
<p>Starter Place a large piece of paper on the floor, or use whiteboard. Ask pupils to note down anything they think they already know about pantomimes. Create a mind map as a class – everything we know about pantomimes. Show pupils the Pantomime PowerPoint – detailing the traditions, history, stock characters etc. Anything new should be added to the mind map until complete.</p>	7m
<p>Introduction Give pupils 2 minutes to look over the mind map and try to remember as much as they can about pantomimes, then remove mind map. Pupils should begin to walk the space (remind of rules). Teacher will clap hands pupils should find a partner and tell them 2 things they know about pantomimes. Repeat. Regroup in circle. Go around the circle, each pupil should state one thing they know about Pantomimes. Can suggest not repeating answers to add challenge with higher ability group.</p>	5m
<p>Development Place word NARRATOR on the board. Do we know what this means? Define: a person who tells a story, and in performance, they can stand outside the action. Model using 3 able students the opening scene of Snow White (Wicked Stepmother, Snow White, Magic Mirror), teacher should act as the narrator. Groups of 4. Give each group a scene from Snow White. Pupils should rehearse these scenes, with one pupil becoming the narrator – focus on use of voice, facial expressions and body language.</p>	7m
<p>Plenary Watch these back one after the other in chronological order. In pairs, pupils should choose one pupil who stood out for them, as creating a good character/ narrator and explain why this was effective.</p>	3m
	10m
	15m
	10m

<p>Differentiation for SEN: (Seating plan attached: No/Yes) Mind map and interactive starter to support pupils. Summarising and recapping throughout lesson.</p>	<p>Differentiation for Gifted and Talented/most able in the group: Modelling activity in development. Peer assessment. Take on role of narrator and use effective voice.</p>
<p>Assessment for Learning: Thinking time/ modelling/ peer assessment/ mind mapping starter/ floating plenaries.</p>	
<p>Risk assessment/Safety issues: Normal classroom issues.</p>	

Every lesson in the scheme is planned for you in the same detail, with timings.



Lesson 3 Resources

2 pages follow

There is also a PowerPoint

Snow White

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king married again. This new queen was wicked and hated Snow white.

[Pupils interact]

The queen gave orders that Snow White was to be treated as a servant.

[Pupils interact]

Snow White grew very beautiful but the queen was beautiful too, and every day she asked her Magic Mirror, "Mirror Mirror, on the wall, who is the fairest of them all?"

[Pupil speaks]

and the mirror always answered, "You are the fairest one of all".

[Pupils speaks]

But one day the mirror answered Snow White was the fairest in the land,

[Pupils interact]

and in a rage the queen gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

[Pupils interact]

The Huntsman had a kind heart and couldn't do the deed so told her to run away, deep into the forest and never return.

[Pupils speak interact]

End Scene.

She fled into the woods where seven little Dwarfs lived. Their house was small and strange. Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep.

When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them.

The Queen discovered where Snow White was living and disguising herself as a witch, took a poisoned apple and set out for the Dwarfs' cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy. The Prince took Snow White to his palace where they were married and lived happily ever after.