



Scheme of Learning	Y9 Too Much Punch for Judy
Learning Outcome	<p><b>End Product:</b> A 7-10 minute extract performance from the play 'Too Much Punch for Judy' and an 8 mark question based on the physical and vocal skills whilst performing.</p> <p><b>Knowledge and Understanding:</b> Further Knowledge and Understanding of how to disseminate a script, how to develop a character, subtext, character and scene interpretation and how to sensitively explore a Verbatim play dealing with themes of drink driving, family and loss.</p> <p><b>Skill Set:</b> Character development (vocal &amp; physical skills), physical theatre, Literacy development (understanding text and subtext), communication, team work.</p>
Key Questions	<ol style="list-style-type: none"> <li>1. How do you approach a playscript to create a sensitive interpretation in line with the playwright's vision?</li> <li>2. What is the impact of using Verbatim Theatre?</li> </ol>
Knowledge	<p><b>Key Concepts:</b> Themes within the play including: Family, Relationships and drink driving and loss. Play production and development.</p> <p><b>Key Skills:</b> Script Analysis, physical theatre, Communication, Character development, Non-Verbal Communication, vocal and physical skills</p> <p><b>Techniques:</b> Motivations, units and objectives, naturalistic acting techniques, physical theatre.</p>
Ongoing Assessment	<p><b>Formative Assessment</b> will happen throughout all lessons.</p> <p><b>Examples:</b> Exit cards, Whole class discussions, spotlight performances/ questions, thumbs up check in for terminology, RAG checks, use of exercise book to set a personal target that they will continue to strive to achieve, 1-5 for confidence when using a technique</p> <p><b>Misconceptions:</b> motivations cannot be multi-layered, sometimes people say things for no reason.</p> <p><b>Homework:</b> Learning lines for final performance, rehearsals &amp; 8 Mark question on an extract in the play</p>



Key Assessment	<p>Final performance assessment Written reflection of the final performance.</p> <p>Formal Teacher Assessment given marking against creating and performance criteria created for. This will provide an overall colour linked to criteria. Informing the first data entry point. <i>Data is tracked in a rolling document throughout the year for all assessments, so we have an accurate representation of the pupil across different topics.</i></p>
Clear sequencing of content	<p><b>Narrative</b>  L1 Introduction to the play, expectations on how we approach the text with sensitive issues. Techniques: democratic circles, Paired Improv, Marking the moment  L2 &amp; 3: Reading the script as a class – Role on The Wall character fact finding.  L4 Technique Workshop: character development, use of pace and rhythm whole class improvisation  L5 Technique Workshop: Reading to punctuation, Actioning words, Motivations, units and objectives  L6 Technique Workshop: Physical Theatre, split stage  L7 Character/Relationship development: how to analyse a script  L8 Assessment task set: Selection of Extract  L9-11 Assessment task preparation  L12 Assessment</p> <p><b>Themes/ Concepts that are built upon</b>  In year 7 basic script analysis was introduced, where we looked at basing character on text. Within The Curious Incident of The Dog In The Night Time year 8 SOL students were introduced to more complex themes and techniques required in order to perform a sensitive portrayal of the characters in this play. Added to this basic physical theatre was taught in year 7, we are now building on this with more complex techniques such as lifts. Continuing to develop complexity of themes we now introduce Verbatim Theatre and how to develop a performance with a clear intention. These threads will link directly to the GCSE specification – Component 3 – Scripting.</p> <p><b>Help Future Learning</b>  Over the 3 years of KS3 the aim is to create a specific vocabulary that pupils can use when devising and reflecting on performance which will support their understanding at GCSE.  An understanding of how to build a short script and incorporate techniques from workshop sessions.  Recap of terminology from Year 7 to ensure that key skills are understood to introduced new styles throughout the year.</p>



	<p><b>Systematic Building of Vocabulary</b></p> <p>Pupils have a toolkit that was created in Y7, a new and improved version can be created. This allows pupils to identify key terms and their definitions. <i>At the end of the unit there can be an option to reflect on this with RAG.</i></p> <p>Pupils are proactively asked to use these skills and techniques in practice. Physical evidence of them in performance can support their understanding of the definition.</p>
Links to Careers	<p><b>Careers Links:</b></p> <p>Skills developed in drama are used widely throughout all professions, skills such as: <i>Communication, Teamwork, Emotional (Self-awareness/motivation/ confidence), leadership skills, creativity, decision making, judgement skills, conceptual thinking, problem solving, negation.</i></p>
Diversity and Inclusion	<p>Representation through visual aids, supporting videos on physical theatre.</p>
Additional support	<p><b>Support</b></p> <p>Practical techniques are suggested using a coloured system so pupils can choose to apply one set of techniques rather than all of them.</p> <p>Resources available on SharePoint</p> <p>Access to live performances to watch skills/ techniques to support their own application.</p> <p>Drama Terminology Page to ensure key words/ definitions can be referenced.</p>
Challenge	<p>All lessons will include challenge levels to support and stretch all learners.</p> <p>Research:</p> <p><a href="#">Too Much Punch For Judy - Mark Wheeler - Review - Arts Award on Voice (voicemag.uk)</a> <a href="https://www.youtube.com/watch?v=gUqZPfGIX6U">https://www.youtube.com/watch?v=gUqZPfGIX6U</a></p> <p><a href="#">Crash Scene from Too Much Punch For Judy - Choreographed by Charlie Wheeler - YouTube</a></p> <p><a href="#">Wheellerplays Story: Ep 1 - 0-18 years old. - YouTube</a></p>