

NAPARIMA COLLEGE SCHEME OF WORK TERM I YEAR: 2017-2018

SUBJECT: Theatre Arts

CLASS: 2 N, A, P, S

TEACHER: J. Archer-Chan

Wee k #	Lesson Plan#	Topic	Objective	Teaching Strategy	Resources, Textbooks	Home-Work	Remarks
1	1	Character Development - Body	Students will be able to: show character through gait/movement, gesture, mannerisms, body shapes, level and postures.	<ul style="list-style-type: none"> - Define gait and posture - Warm-up exercises. Under the guidance of the teacher, students walk around the space changing gait and posture on the teachers cue. - Leading with different body parts 	Stage or large open space. Notes	Create Separators for new term. Record in drama journals	
1	1B	Character Development - Body	Students will be able to: show character through gait/movement, gesture, mannerisms, body shapes, level and postures	<ul style="list-style-type: none"> - Define gesture, mannerisms, body shapes, levels - Work in pairs to convey meaning with gestures, threaten, plead, shrug, stamp - Gesture charades 	Stage or large open space. Notes	Record in journal	
2	2	Character Development – Improvisation	Students will be able to: <ul style="list-style-type: none"> - Improvise a role having been given a variable. - Work together in group improvisation 	<ul style="list-style-type: none"> - With eyes close students will picture and then recreate someone interesting that they know and assume physical characteristics 		Entry in journal	

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				<ul style="list-style-type: none"> - Students would move and deliver a line as the character - In groups of 5 create an improve using the characters in the group. 			
3	3	Characterization – Relationship to Space	Students will be able to: exhibit bodily awareness and spatial perception	<ul style="list-style-type: none"> - In groups of 5 students will improvise situations where chracters are in a variety of different spaces eg jail cells, crowded elevator, plane about to crash, playground and examine how the the character interacts with the space. 	Large open space	Entry inti journal	
4	4	Characterization – Relationship to Space (Proxemics)	Students will be able to portray appropriate body language in relation to people they know, people of different status and people of different backgrounds	<ul style="list-style-type: none"> - Notes on proxemics given (intimate, personal, social, public) - Dramatize a poem (Pied Piper) showing a meeting with various issues and persons of different social status. 			
5	5	Characterization – Relationship to Space (Proxemics)	Students will be aware of the creation of characters in relationship to the space.	<ul style="list-style-type: none"> - Students will participate in story dramatization using 	Stage Anywhere else (outside if weather permits)		

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				formal and informal spaces.			
6	6	Theatre Personnel – Theatre Cube	Students will review the various roles of persons working in the theatre. Students will learn about the collaborative efforts of artists	<ul style="list-style-type: none"> - Students will discuss the six major groups of persons involved in a theatrical performance. - Students will research Caribbean Playwrights 	Notes Whiteboard Marker	<p><u>Coursework</u> Each student must create a Theatre Cube.</p> <p><i>Presentation</i> In groups of 4 research a Caribbean Playwright to present next week.</p>	
7	7	Presentation & Collection of Coursework	Students will develop presentation and oral skills.	<ul style="list-style-type: none"> - Students will use their voice to share researched knowledge with classmates. 	Bag to collect Cubes	Entry in Journal	
8	8	Dramatic Tension	Students will define and be able to convey dramatic tension through body language	<ul style="list-style-type: none"> - Definition of Tension and its role in drama - Students will practice embodying tension by doing various tasks (opening a jar, diffusing a bomb, finishing an exam before time is called etc,) and will show the eventual release of the tension 	Notes	Entry in Journal	

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9	9	Terms/ Terminology – Text, Subtext, context, protagonist & Antagonist	Students will understand the definitions and roles of protagonist, antagonist, pre-text, context, text, post-text and subtext within a plot	<ul style="list-style-type: none"> - Students will be given notes after first thinking/discussing the meanings - Students will be divided into groups of 6 and identify the various terms in common nursery rhymes. 	Notes	Journal Entry	
10	10	Creation of Opposing Characters	Students will demonstrate their knowledge of the topics done this term through practical performance. Students will also exhibit good rehearsal techniques and group work.	<ul style="list-style-type: none"> - Students will be placed in groups of 5-6. - Each group will devise a 3 – 5 minute performance with the line “And that is why it is no more!” - Students must be given one full class to rehearse in their groups - Groups will draw order of performances. 	Numbers		
11	11	Practical Coursework & Review	Students will perform their devised work and critique the work of their peers. Students will also review what was done this term	<ul style="list-style-type: none"> - Groups will perform in the order they were assigned - Students will take personal notes in journal critiquing each performance. - Revision 	Mark book	Submit Journals	

