

Year 9 Drama: SOL 1, Commedia dell'arte (Performance Studies Fac)

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students have gained skills across years 7 and 8 from the 5 elements of theatre, as well as learning about the mechanics of theatre. Last unit (Mother Courage and Her Children), gave students a chance to develop their characterisation skills and acting techniques.</p> <p>Students will build upon the aims of the KS2 History national curriculum, where must: <i>Know and understand significant aspects of the history of the wider world.</i> (In this case, these aspects are significant in a theatrical context).</p> <p>Students will develop their characterisation skills further by exploring relationships between those of high and low status.</p> <p>This unit underpins future need to devising theatre in KS4 drama.</p>	<p>Students will be taught:</p> <ul style="list-style-type: none"> • The placement of Commedia dell'arte in a theatrical timeline. • About modern slavery, and the impact of this on society. • The high and low status characters of Commedia dell'arte, in conjunction with masks. • What slapstick comedy is. • The placement of a lazzi within a piece. • How to explore relationships between 'the master' and 'the servant'. <p>This unit helps prepare students for the devising components of KS4 drama.</p> <ul style="list-style-type: none"> • <i>Apply knowledge and understanding when making, performing and responding to drama.</i> • <i>Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</i> • <i>Develop a range of theatrical skills and apply them to create performances.</i> • <i>Work collaboratively to generate, develop and communicate ideas,</i> 	<p>Slapstick - <i>comedy based on deliberately clumsy actions and humourously embarrassing events.</i> (T3)</p> <p>Commedia dell'arte - <i>a traditional Italian comic style which includes slapstick humour and stock characters that emerged in the 16th century.</i> (T3)</p> <p>Lazzi - <i>comedic performances typical to each stock character that can be inserted in any moment of the performance.</i> (T3)</p> <p>Pantalone - <i>a high status stock character from Commedia dell'arte. Usually gives the orders.</i> (T3)</p> <p>Zanni - <i>a low status stock character from Commedia dell'arte. Usually takes the orders.</i> (T3)</p> <p><i>NB. Each lesson has a key words list to accompany the students' learning and more words may be explicitly taught than the above but these are obligatory.</i></p>

Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<p>Each lesson has EDSM descriptors and there are tasks in each lesson which targets HPAs.</p> <p>Students are given plenty of time (a fortnight) to complete any homework tasks. They are encouraged to complete this at lunchtime or at homework club, giving them access to computers, if they do not have IT access at home.</p> <p>Students will be challenged to work in prescribed pairs to devise their own non-verbal piece exploring the master / servant relationship between stock characters of Commedia (Pantalone and Zanni).</p> <p>SEND students all have SEND passports and lessons will be differentiated in accordance with these.</p> <p>SEND and PP students will have additional resources available to help cement this new knowledge into their working memory. For example, the definitions of the terms will be available as handouts so that these students are not relying on retention alone. If a TA is available, the teacher will ask them to constantly check understanding by way of asking students to verbally explain meanings of the new language. In turn, this will help to increase retention to the working memory and see students starting to cement this language as part of their spoken language.</p> <p>Home learning tasks will be differentiated to support and extend all students. The home learning task will</p>	<p>It is important for students to be aware that slavery still exists in the modern world and that they are able to empathise with those affected.</p> <p>Students understanding of society beyond their own existence is crucial for being able to form judgements on moral questions society poses.</p> <p>Students will achieve these by working together to produce a non-verbal piece exploring the relationships between 'the master' (Pantalone) and 'the servant' (Zanni).</p>	<p>Students will develop their characterisation skills by looking at characters from the context of Commedia dell'arte, increasing versatility in the event of wanting to enter the acting industry.</p> <p>Many jobs require you to work with people closely who you have not chosen so this will support students' development and resilience by encouraging them to work with people outside of their 'comfort zone'.</p> <p>Students will be taught about the impact that modern slavery can have on victims and increase their appreciation in the case that they are not victims of this.</p> <p>Students knowledge of theatre will be enriched by being exposed to this 16th century style.</p>

include a costume design for each of the two Commedia characters, along with a piece of extended writing justifying their choices.

Texts regarding Commedia dell'arte will be provided, including:

<https://www.italymask.co.nz/About+Masks/Commedia+dellArte+Characters.html>

<https://commediadellarte.itch.io/game>

<http://www.tim-shane.com/commedia-stock-characters.htm>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Students will learn about the history of Commedia dell'arte in a theatrical context, which will contribute to students' overall knowledge of the timeline of theatre.</p> <p>Students will develop their moral grounding when they learn about modern slavery. They will be able to pinpoint the injustices faced by victims in relation to their human rights.</p> <p>Socially, students will learn how to work in pairs to produce effective theatre pieces.</p>	<p>The placement of Commedia dell'arte in the context of a theatrical timelines has links to history.</p> <p>There are links to students' CC lessons, through them learning about modern slavery and its impact on both the victims and society as a whole.</p> <p>There is an opportunity for extended writing in the home learning task.</p> <p>Timed tasks will develop students' numeracy skills.</p> <p>There will be opportunities for speaking out and performing which will develop students' oracy skills.</p> <p>Students' physical fitness will also be a focus of this unit, as the stances and way in which the stock characters walk requires isolation of particular muscles within the human body. Therefore there are links to PE.</p>	<p>This unit follows on from the last unit (Mother Courage and her Children) in dispelling the preconceived notion that controversial subjects, such as war and slavery, cannot be used as stimuli for theatre.</p> <p>Students will learn that theatre can be just as effective when a piece is devised using only non-verbal communication and body language. The tendency from young people when making theatre is to include words as the most common method of communication in society.</p> <p>The use of mask as a tool during their end of unit performances will serve to aid students' overcoming of nerves. This style of performance can be daunting when performed for the first time, and in front of peers. By wearing a mask, students should be able to let go of their inhibitions more.</p>

Assessment timeline:

- Knowledge and skills will be assessed at the start of this unit via class discussion and the previous assessment (duologues). Previous assessments will provide me with knowledge as to which gaps need filling going forward.
- Students will be assessed on their retention of new vocabulary and their ability to use this key vocabulary in every lesson.
- At the end of the unit there will be an assessment based around a non-verbal piece exploring Commedia's stock characters and 'the master' and 'the servant'. This will be marked using head, heart, hand, in line with department marking policy.
- Home learning will be a costume design task, along with a piece of extended writing justifying their choices. Feedback 4 marking will be used to assess any home learning pieces.
- WAGOLs will be supplied in lessons (where relevant) and for assessments through a combination of handouts and modelling from the teacher.
- Success criteria given each lesson in the form of EDSM criteria. In the case of an assessment, a more detailed criteria will be given.
- Assessment will inform future planning by way of data analysis of skills and seeing where the gaps in knowledge are. Going forward (if students take the subject for GCSE) I will build these into my lessons / future SOLs.

Home learning

- Home learning will be tasks based around a Brecht fact file. Feedback 4 marking will be used to assess any home learning pieces.
- Home learning tasks set in line with departmental policy.
- Scholarly reading will be made available to consolidate knowledge for the home learning task. *Please see above section.*

Feedback

- Home Learning tasks are marked using Feedback 4.
- Other methods of assessment which will be used in class such as peer assessment using specified criteria.
- Class discussions will also be used to approach common misconceptions.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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