

YEAR 9 DRAMA

TERM 2 – GREEK THEATRE

After studying Greek Theatre at the end of Term 1, students will:

- Explore role of Chorus including use of stylized movement and unison voice
- Demonstrate understanding of chorus movement with purpose
- Experiment with use of mask as both chorus and main character
- Exhibit presentational acting style in lead character roles

WEEK 1		
Lesson 1 & 2 (in double)	Refresher of terminology and role of chorus	<ol style="list-style-type: none"> 1. Warm up activities: Grandma’s Footsteps (eventually all moving as one) – Traffic Lights Red, Lie on the ground Amber (orange/ yellow) , stand on one leg Green, walk around the space Emergency, clear to the sides of the room 2. Refresh Greek context and terminology – ppt (In Teams Yr 9 Docs) Move into patterning (on ppt) different ways of moving around the space and what is pleasing to watch 3. Activity 1: In small groups, Exploring negative space and entering / exiting a space One person freeze – formation on choice. Another to join – fill the negative space – be aware of order – who started before you and after you – working as an ensemble – peripheral Come out – in the order – and go back to walking through space – find an interesting way to exit it – slow motion, shuffle, direct walk, spin out Try again in a different order and with different freezes. Discuss effectiveness of movements/ transitions 4. Activity 2: Circular movement exercise to music– movement around the Greek stage was often in a circular motion to allow all audience members in the stands to see. Patterning through space - line, circle, diagonal etc., changes in tempo of movement, visually interesting formations. - Follow the Leader. – to music In groups students start by moving in a circle. After a couple of times round, the leader to cross the circle and change direction, splitting the circle into two. Try changing the style of movement, the tempo, the direction of the split, finally try to move in a figure of eight. 5. Activity 3: Word as Stimulus BETRAYAL, HURT, HATRED, DECEIT <ul style="list-style-type: none"> • Create 4 freeze frames/shapes that represent this in an abstract way • Freezes must contain different formations – line, arrow, circle, diagonal etc • Work out how you will move from one to another in different areas of the stage space <ul style="list-style-type: none"> ○ Shape/pattern – grid – lines, circular formation ○ Changes in tempo

		<ul style="list-style-type: none"> ○ Canon <p>Perform in a thrust formation – with music</p> <p>6. Groups to choose their own four words/ emotions. Create tableaux for these and present, using more variation in transition movement and working as a chorus (without 'main character') See if the other group can guess what the words are and how they were made clear.</p>
Lesson 2	Presenting story using tableaux	<ol style="list-style-type: none"> 1. Warm up: Pirate Ship 2. Creating shapes, movement activity. 3. Activity: Medea – in small groups students given broken up events for Medea. They are to put in order. Choose 5/ 6 of these scenes and devise a tableaux for each. Add transitions between each tableaux, using different formations. 4. Present and Discuss effectiveness of movements/ transitions/ clarity/ levels/ representation of character

WEEK 2

Lesson 1
& 2
(in
double)

Medea
tableaux
with
transitions

CHORUS
workshop

1. Warm up: musical statues
 2. Continue with Medea story.
 - Groups to work on recalling their tableaux (5 favourite story points) making sure they use levels, shapes.
 - Add stylized movement in between to make smooth transitions
 - Share with whole group
 - Discuss representation of character/ clarity of story/ identification of plot points.
 3. Chorus activity
Hand out masks. Get all students to label them – they will need to look after them themselves – bringing back every lesson. Store in lockers? (usually would be kept together in a class box in our storage, but Covid...)
- Turn on music. (Greek music file)
- As individuals move around the space wearing your mask.
Move: fast, moderate, slow, slow motion.
Try to all step in sync.
Move in straight lines.
Move in curves.
Stop
Turn slowly in a circle.
Point in the direction you are facing
Slowly lower your arm
Turn swiftly to face the opposite direction
Using strong effort, raise your arms in the air, face up as though you are entreating the gods
Slowly release and roll downward to kneel on the floor
Leading with your head, turn left
Leading with your head, turn right
Reach your arms right
Stretch both arms out wide
Come to standing
Move around the space
Run
Slow down
Move into a circle, still moving around in the circle
Stop
Face outwards
Reach (in a manner of your choice)
Slowly slump, face to floor
Quickly raise your head to normal
Turning to your left, face inwards to the circle.
Reach across the circle
Go back to neutral
Slowly raise both hands to mask
Lift mask off head and raise it to the sky
Lower it extended in front of you
Put it back on

		<p>Slowly take a couple of steps inward to each other Touch the shoulder of the person on your right Turn your head to them Release and take a couple of steps backwards Create a line Move into a staggered line evenly spaced People in the now front line, turn around Move through each other, trying to step evenly Split in half and create two clumps Keeping the space in your clump as even as you can, move around the space – people in front leading direction Slow down Move closer together Move in a shuffle Keep moving in the shuffle, but hunched over Straighten Move towards the mirror, still in your group Following each other, trying to create a unison effect, experiment with using your head: lean forward/ move it in circles, angle it, turn it Try doing simple things with your arms – a gesture, a reach outwards or upwards, raising them, covering your face, putting them on your head... Try to combine use of your arms together with something with your head</p> <p>(Let the students experiment for a bit, then stop)</p> <ul style="list-style-type: none"> - Discuss any difficulties, or any parts that they felt were really exciting to do <p>4. In two groups, students to combine a number of elements together into a mini performance – it doesn't have to have a particular meaning or story, they are looking at variation in pattern, shape, unison, canon, etc. Give each group a little time to rehearse in front of the mirror Present Discuss effective moments, and what could potentially be improved.</p>
Lesson 2	Medea: Speaking as a chorus	<ol style="list-style-type: none"> 1. Warm up: 1-20 count – with emotions, then see if the class can do it one by one as focus./ Where's The Pope's Hat! 2. Role of chorus – Viewing look at examples <ul style="list-style-type: none"> - Maguy Marin May – physical theatre group video saved in J drive - Modern Interpretations https://www.youtube.com/watch?v=MIXi8LfKv-0 3. WATCH Medea summary: https://www.youtube.com/watch?v=mTZ2-98NuEO 4. Hand out Medea chorus excerpts. Students to explore speaking and moving as a chorus, looking at the role of chorus as opposed to named roles, and thinking abstract in presentation rather than literal storytelling. Workshop. Continue with this next lesson.

WEEK 3

Lesson 1 & 2 (in double)	Medea Workshops Start Medea Task	<ol style="list-style-type: none"> 1. Warm up of choice 2. Groups to continue working on Chorus Script excerpts - transitions, effective shapes and patterning, unison and canon movement, interest to audience, clarity of text, unison speaking, identifying important parts of text, role of chorus in narrating and taking part in action. Rehearse and present. Discuss most effective moment, how and why? Identify parts for improvement – how and why? 3. Put into groups for Task. Give each group a task outline and booklet of excerpts. The groups are to: <ul style="list-style-type: none"> - Choose their Scene (print copies of scene once chosen) - Audition for the named characters - Start unpacking the text & rehearsing/ planning - Discuss what design they want with their masks... to cut and rehearse with masks.
Lesson 2	Working on task	<ol style="list-style-type: none"> 1. Warm up of choice 2. Rehearsing: emphasis on unpacking the text – identify key words, words to learn meanings, clarify meanings of phrases or sentences, context of scene in play and action. Checking on each group as they work.

WEEK 4

Lesson 1 & 2 (in double)	Work on Task	<ul style="list-style-type: none"> - Mask designs: cutting, colouring - Scene work: planning movement, rehearsing. Check in and give feedback.
Lesson 2	Working on task	<ul style="list-style-type: none"> - As last lesson, but include viewing for links: contemporary musicals with heavy influence from Greek chorus... looking at patterning, tableaux, unity and individual character work. - Hercules, The Gospel Truth: https://www.youtube.com/watch?v=RRq7lLawQB4&list=PLzI66cukPwQ6jRhvqoUrsQBag0bnAFmBc&index=2&t=0s - Hercules, I Won't Say I'm Love: https://www.youtube.com/watch?v=TI0DMTlwLw4&list=PLzI66cukPwQ6jRhvqoUrsQBag0bnAFmBc&index=7 - Legally Blonde, Positive: https://www.youtube.com/watch?v=IZLEE0xZtoU From 1.10 (just scene beforehand) and watch out, there's a 'whore' mention approx. 2.20 - Hamilton, Alexander Hamilton: Original: https://www.youtube.com/watch?v=cUy9_suG6OE

		<ul style="list-style-type: none"> - London version at The Royal Albert Hall: https://www.youtube.com/watch?v=0ECzIMYRKLg
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WEEK 5 - REHEARSE		
All lessons	Work on Task	<ul style="list-style-type: none"> - Finish masks, discuss meaning of colour/ shape choices - Confirm costume choices/ theatre blacks? - Double check marking key, ensuring you're hitting the key points for each section - Groups observe and give constructive feedback for improving work prior to assessment. -
WEEK 6 - Performances		
Lesson 1 & 2 (in double)	Work on Task	<ul style="list-style-type: none"> - Rehearse, refine choices – vocal techniques, patterning, tableaux
Lesson 2	ASSESSMENT	<p style="text-align: center;">PERFORMANCES</p> <ul style="list-style-type: none"> - Students to get into costume - 15 minute warm up/ run through before performing. - Verbal feedback from students, positive and effective choices - Complete Self Reflection worksheet. -