

# Year 8

Term	Summer
Topic	Power and Status – The Demon Headmaster
Big Question	<b><u>How can we turn a script into a performance? How can power and status shape character dynamics of heroes and villains?</u></b>
Concepts	<p>Levels</p> <p>Monologue</p> <p>Storytelling</p> <p>Guided Tour</p> <p>Choral speaking</p> <p>Choral movement</p> <p>Proxemics</p> <p>Improvisation</p> <p>Command and response</p> <p>Hot seating</p> <p>Inference</p> <p>Essence Machine</p> <p>Tableaux</p> <p>Thought-tracking</p> <p>Still images</p> <p>Foil character</p> <p>Vocal expression – tone, volume, projection</p>
Knowledge	<p><i>Recap: Why is a strong characterisation important in performance?</i></p> <p><i>How can we achieve realistic characterisation in performance? How can we use emotions to guide physical portrayals of character?</i></p> <p>New knowledge: How to use techniques such as levels, proxemics and spatial awareness to convey hierarchy. How power and status can be shown through careful blocking and positioning on stage. How the voice can be used by experimenting with different tones to encompass power of a character.</p>
Skills	<p>Develop ability to create a character based on levels of emotion.</p> <p>Develop ability to explore different character types and recognise their hierarchy in society.</p> <p>To be able to explore different scenes of a text and exemplify changing dynamics of characters through careful embodiment.</p> <p>Develop script reading skills, being able to memorise lines and deliver them confidently to shape the narrative for their character.</p> <p>Develop success when blocking movement in rehearsal and layering different elements of performance to add depth to the narrative.</p> <p>Develop communication skills when working as a team to listen, share and advise with peers.</p>
Common Misconceptions	<p>To have control and authority as a dominant character, you have to shout using your voice at one level.</p> <p>A performance is simply telling the story of the characters through dialogue and speech.</p> <p>Building relationships</p>
Key Vocabulary	<p>Characterisation – facial expression, body language, emotional memory.</p> <p>Essence Machine</p> <p>Physical Embodiment</p> <p>Vocal Expression – tone, pitch, projection, volume.</p> <p>Proxemics</p> <p>Gestures</p> <p>Vocality</p> <p>Script work and script writing</p> <p>Tableaux</p> <p>Hot Seating</p> <p>Choral speaking and movement</p>
Assessment Points	<p>Regular peer and self-reflection when watching the work of others</p> <p>Consistent verbal feedback offered by the teacher on small scenes created in class.</p> <p><u>Mid unit:</u></p> <p>Written reflective questions in booklet based on performance created</p>

	<p>Small performances delivered in class based on key scenes. Students explore characters, emotion and power and status in changing dynamics of characters and experiment with this in rehearsal. Written conversation in booklets between Dinah and the Headmaster to document power and status in a written form.</p> <p><u>End of Unit:</u> Final performance of The Demon Headmaster. Students will be given a script extract based on their ability, and some students, for challenge, will write a follow on scene to document 'What happens next?' and will perform this. This will combine characterisation, narrative, and gestures (as looked at in Autumn and Spring Term) with physical embodiment character dynamics, focusing on vocal and physical exploration. The assessment will assess students on the ability to embody power and status between two foil characters. Students will be graded in their assessment booklets, with green and pink highlighting and a star and a wish.</p>
<p><b>Diversity, Inclusion and Personal Development</b></p>	<p>Exploring Different Backgrounds - students can analyse characters as if they come from various backgrounds. This could involve discussing how a diverse cast might affect the story dynamics and how power and control could be perceived differently across cultures.</p> <p>Critical Discussions - Facilitate discussions about how power and control are depicted in The Demon Headmaster. Students can analyse the Headmaster's methods and the resistance strategies employed by the protagonists, and how other characters deal and respond to this. This can then be transferred to real life settings.</p> <p>Real-World Connections - The themes of power and control in the story will be adjacent to real-world scenarios, encouraging students to think critically about authority in various contexts (e.g., schools, governments, workplaces).</p> <p>Empathy and Perspective-Taking -Through role-playing, students can step into the shoes of various characters, helping them develop empathy and a deeper understanding of different perspectives. Improvisation can be used to explore how characters with different backgrounds might react to the Headmaster's control.</p> <p>Exploring Authority and Rebellion -Improvisation exercises can allow students to experiment with different responses to authority and control, enhancing their ability to portray complex characters.</p> <p>Voice and Movement – Students can focus on how power dynamics can be expressed through voice modulation, body language, and movement. Exercises in these areas can help students convey authority, submission, and rebellion more convincingly.</p> <p>By integrating these skills and approaches, the study of The Demon Headmaster can become a rich exploration of diversity, inclusion, and personal development within the framework of power and control, offering students valuable skills both in drama and in their broader social understanding.</p>
<p><b>How parents can be of support</b></p>	<p>Discussions with pupils on what skills have been explored in lessons. Research and discussions surrounding the topics, including hierarchy in society and developing dynamics of relationships. Helping students to memorise lines for key extracts and reading through to ensure understanding. Ensuring homework is completed on time and deadlines are met to allow pupils to make further progress. Discussion and testing of key vocabulary – both recapped and new terminology, for students to become familiar with relevant terminology.</p>
<p><b>Extra Curricular Links – further/wider reading, TV or film, useful websites etc.</b></p>	<p><i>Students / parents could do the following to help skills in this unit:</i></p> <ul style="list-style-type: none"> <li>• Watch The Demon Headmaster on YouTube <a href="https://www.youtube.com/results?search_query=the+demon+headmaster">https://www.youtube.com/results?search_query=the+demon+headmaster</a></li> <li>• Read the playscript <a href="https://mrqlackin.eu/wp-content/uploads/2021/02/THE-DEMON-HEADMASTER.pdf">https://mrqlackin.eu/wp-content/uploads/2021/02/THE-DEMON-HEADMASTER.pdf</a></li> <li>• Read information about the performance text and understand characters <a href="https://demonheadmaster.fandom.com/wiki/The_Demon_Headmaster_(1990%27s_TV_series)">https://demonheadmaster.fandom.com/wiki/The_Demon_Headmaster_(1990%27s_TV_series)</a></li> </ul>