

Aims and objectives of the scheme

- To use a range of drama skills and strategies to develop storytelling
- To be able to work both independently and as part of a group

Year 8

Darkwood Manor SOW

Key Skills:

- ✓ Still image
- ✓ Thought tracking
- ✓ Physical theatre
- ✓ Narration
- ✓ Hot seating
- ✓ Role-play

Assessment focus:

- ✓ **Responding** in role to Teacher-in-role
- ✓ **Developing** and exploring ideas using key skills, with particular focus on demonstrating character through vocal skills
- ✓ **Evaluating** the effectiveness of own work and that of others, using subject specific vocabulary and concise use of spoken English.

Differentiation strategies:

- ✓ By task (teacher support)
- ✓ By groupings
- ✓ EAL support strategies to improve use of spoken English, teacher to encourage weaker students to become involved in discussion
- ✓ By resources
- ✓ Use of lead learners (to support less able and extend more able students)



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Lesson 1 – Things that go bump in the night....!

Resources:

- ✓ Low lighting (if available)
- ✓ 'Spooky' atmospheric music
- ✓ Jaws theme tune
- ✓ Selection of short ghost stories

Objectives:

- ✓ To understand how tension and atmosphere can be built in performance
- ✓ To be able to demonstrate this understanding using still images, movement and voice
- ✓ To use spoken English clearly when rehearsing, performing and evaluating.

Teacher to have already set up the drama space with low lighting and 'spooky' music playing at low volume. Students to enter the space and sit in a circle.

- 1) **Whole class discussion** – how do you feel in the room at the moment? What factors are contributing towards that feeling? Discuss the use of music and how it helps to create a particular atmosphere? What does atmosphere mean? What is the atmosphere in here?
- 2) **Play the Jaws theme tune.** How does this make you feel? What is it about the music that makes us think that something is going to happen?
- 3) Ask if anyone has a ghost story that they are willing to share with the group. (Teacher to have one prepared just in case!) Student to tell story and class are to identify what that person is doing in order to create tension. **Use of voice, facial expression, use of pause, pace, volume.** Can you only create tension and atmosphere with music playing and certain lights etc? Discuss briefly, student opinions.
- 4) Students to get into pairs – each pair given a ghost story to read. Students to sit opposite each other and practise using their voices to build tension. Students to swap over and assist each other so as to improve their work. Ask for volunteers to perform. Discuss and evaluate.
- 5) **Class back into a circle** – The focus is now going to be on using physical theatre and how using just ourselves, we can still create an atmosphere and build tension.
- 6) Ask for a volunteer to stand in the centre of the circle. Another volunteer is then asked to mould the initial student, into a door. Describe the door as very big and old and that it belongs to a very big and frightening house, (the kind you see in the movies!) When this is done, ask if anyone can make it better – student into the circle, change the door. Add movement and sound to the door – what effect does this have? Add a 'real' person to go through the door. Do they walk through as if it is McDonalds? How can build tension by the way they walk through?
- 7) Quick discussion – what things could have happened in a big old house to make it haunted? Encourage students to think realistically, no monsters or zombies! i.e 'The butler poisoned the lady of the house', or 'The husband murdered the wife in the study' (Think Cluedo!)

- 8) Students into groups of 5/6 – they are to create the door to one of the rooms in the house. This must open, with sound effects, on its own. Behind it will be revealed something that happened in the house many years ago. Teacher to model how use of proxemics/levels can create tension and help to build it. Students to identify which one is more effective and consider this in their performances. **(Showing someone being stabbed in the back, holding the knife above them –about to stab them, standing away from the other person and looking at the knife)** Perform and evaluate.
- 9) **PLENARY:** – What have you learnt this lesson? What is tension? How can we build tension in a performance using elements and mediums of drama? Is it possible to create tension and atmosphere using just our bodies and sound?

Resources:

<https://www.youtube.com/watch?v=xABEpnkht8> Scary music box music
<https://www.youtube.com/watch?v=rVNIB-tUpps> sad music
<https://www.youtube.com/watch?v=A9QTSyLwd4w> Jaws
<https://www.youtube.com/watch?v=jzczDX5j-IM> scary atmospheric music for the start

KEY WORDS : Tension, atmosphere, build, physical theatre, proxemics

Lesson 2 & 3 – Are those statues looking at me?

Resources:

- ✓ Dr Who – Angel clip (on w drive)
- ✓ 'Spooky' atmospheric music
- ✓ Images of gargoyles or scary statues
- ✓ Studio lighting (if available)

Objectives:

- ✓ To understand how dramatic tension can be built using elements and mediums of drama
- ✓ To physicalise the statues in the grounds of Darkwood Manor, communicating emotion and using movement to build tension.
- ✓ To use clear spoken English when evaluating and during discussion tasks.

- 1) Pupils to recap their understanding of tension and how it can be built in performance
- 2) Class to watch Dr Who clip on IWB. Teacher to ask that students focus on how dramatic tension is created and what strategies could be applied to a theatrical performance as well as a TV/film performance. Discuss how the clip made them feel and why. Are the statues scary? Why?
- 3) All students to find a space in the room and face the teacher. Explain that we are going to look at physicalising our own statues based on the film clip. Ask students to avoid being stereotypical or predictable in their images, considering levels, use of space and facial expression. Three images, all students create together. Count down from 5 – 1, by 1 all students frozen. First image **FEAR** second image **LONELINESS** third image **EVIL**. Students are asked to think about tension and atmosphere and scaring their teacher!
- 4) Identify some willing volunteers to showcase their work – discuss and evaluate.
- 5) Students into groups of 3 – task to create 3 images depicting **FEAR, LONELINESS and EVIL**. Each student to physicalise the same emotion in each group image. They are to become statues of their own. Recap proxemics and remind students how this can affect the image and create more tension. Some groups to perform and peer evaluation to take place.
- 6) Ask if students can explain what is meant by transition. Once clear, ask students to return to their groups and think about 5 second transitions between their images. Encourage interesting movement and changes of levels. Rolls, turns – not just stepping from one to the other.
- 7) Bring whole class together – ask groups to find their own space in the room, making sure that all the space is used. Everyone to perform first, second and third image together, instructed by teacher. Then they are to attempt to do it without the teacher, counting to 5 in their heads before all transitioning together. If this is successful you can loop the performance, returning to image one and then repeat the motif.

- 8) Tell students that you are now going to add music and change the lighting. Play music, repeat performance and ask for feedback about whether this helped to create an eerie atmosphere.
- 9) Able student or willing volunteer to be removed from his/her group. Advise rest of group to continue as if he/she was still there. Ask student to take on the role of a visitor to the garden. They are going to walk around the space and become part of the performance. Ask them to respond accordingly in role. It might be nice to film this performance so that the whole class can evaluate.
- 10) **PLENARY:** Discuss how you created tension and created an atmosphere. What have you learnt, what skills have you learnt/developed?

KEYWORDS – Motif, movement, physicalisation, transition, statue, emotion.

Lesson 4 - |Hello Mrs Brown!

Year 7

Darkwood Manor

Lesson 1

Lesson objectives

- To recap Teacher **and Student in Role** by having a meeting with Mrs Brown at The Swan Hotel
- To start to question and use the information that Mrs B gives them
- To promote imagination and creativity by creating stories and rumours about **Darkwood Manor**

1. Teacher gets pupils to look at the slide and asks them what they would think of the offer on the poster of £1000 to stay the night in Darkwood Manor.

- Why is there the offer?
- What sort of place might it be?
- Why the offer of money?
- What would they do if they saw this on the internet?

2. Teacher she explains that she is going to go into role as Mrs Brown the lady that owns the Manor House called Darkwood Manor. They are going to create characters that would go to the meeting.

Teacher spotlights or thought track a few beforehand about why they are there and what they want to know from Mrs Brown. Some will be outsiders others will be locals.

Mrs Brown was the house keeper at Darkwood Manor and also helped to look after Lucy the Colonel's daughter. There is a basic storyline which they might get out of you if they ask the 'right' questions.

- ***The wife died first***
- ***Then Lucy (slipped on the stairs you blamed yourself)***
- ***The Colonel (you were in love with him he rejected you)***
- ***Make the rest of it up as they ask you***

Answer all their question but partially and seem very mysterious and as if you are hiding things (which you are).

The reason you want to sell the Manor is that you want to move in with you sister by the seaside. You want them to stay the night in the Manor so that they can sign a

contract the next morning that says that they didn't witness anything bad or spooky. You need this from them so that you can quash the terrible rumours that have flown around Darkwood village for years. Don't get drawn in on the rumours and get bad tempered and accuse them of making them up.

- 3. Pupils create 3 moments from Mrs Brown's life – show and evaluate**

4. After this get them into pairs or threes in locations like the post office, butchers etc where an outsider gets to hear all the rumours about what actually happened in the house.
5. Show and evaluate some of them focussing on how much they have managed to make up or develop from the info that you gave them.

Lesson 5 – Village gossip

What are the rumours surrounding Mrs Brown and darkwood manor?

Why do the villagers hate her?

Show Mrs Brown coming in the shop/ post office and the effect of them going silent

Resources:

Objectives:

- ✓ To understand how rumours can be exaggerated
- ✓ To use characterisation skills to create new characters that live in Darkwood village and to show relationships between characters.
- ✓ To use sentence starters during evaluations and plenary discussions, in order to construct more analytical responses.

- 1) What is a rumour? Volunteer any rumours you may have heard? i.e at my primary school there was a rumour that if you used the end cubical, a lady would grab your feet from next door! Are rumours usually true? Why not?
- 2) **Whispers game-** Students still in a circle, teacher to whisper something to the student to their left. This must be whispered to the next person and so on until it is back to the start. Hopefully it shouldn't have changed too much. Repeat but this time the teacher (or student you have mentioned this to earlier) sits half way round the circle and changes what is whispered slightly. Discuss at the end what has happened.
- 3) What has usually happened to rumours? Exaggeration? Made to sound worse because it is more exciting?
- 4) **Discussion** – What might the villagers of Darkwood be like? Generations of families? Important members of the village etc.
- 5) Groups of 4/5 – create individual characters – discuss their names, characteristics, relationships with other members of the group etc. Feedback this information to the rest of the class.
- 6) In your groups you are to devise a short scene (2-3 mins) which shows these characters discussing rumours about Darkwood Manor. Choose a location for the characters ie. Hairdresser, bank, bus stop. Show how the rumour has become exaggerated. Consider

entrances and exits of characters and how they interact with one another. Is there any tension between characters or maybe a blossoming romance???

7) Perform and evaluate using sentence starter cards.

PLENARY –Pair/Share: What have we learnt today? Ask individuals how they have improved and what their target may be to improve next lesson? Language based target?

Lesson 6 – Artefacts from Darkwood Manor

There are resources for the third lesson of D Manor which we are kept in drama cupboard

There are 5 envelopes with artefacts in them for the pupils to analyse.

Lesson Objectives

- To decide what did happen at Darkwood Manor using ideas from artefacts

Put the class into groups of five.

Give each group an envelope with an artefact in it.

Get to discuss their ideas and then get them to decide on

1. Who it belongs to
2. What did it mean to them?
3. What does it tell them about the storyline?
4. What does it tell them about that character or another?

Carousel the artefacts around the class until all of them have seen all of them.

In the same groups get them to hypothesise ready for next week about the order and content of events that happened at Darkwood Manor in the past.

Lesson 7 & 8 – In role narration

Examples of in role and our of role narration

Chose one artefact and explore what you think it means using in role narration

Lesson 9-12 – What happened at darkwood manor? Performance prep

Who killed lucy?

How did the colonel die?