

<b>Unit Title</b>	<b>British Pantomime – Unit 1</b>				
<b>Subject group and discipline</b>	<b>Performing Arts - Drama</b>	<b>MYP year</b>	<b>2</b>	<b>Unit duration (hrs)</b>	<b>6</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b> <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Communication	<b>Audience</b>  <b>Genre</b>	<b>Personal and cultural expression</b>
<b>Statement of inquiry</b>		
Communication is influenced by cultural values and impacts how an audience understands a genre.		
<b>Inquiry questions</b>		
<p><b>Factual</b>— What are some of the British cultural and social norms?</p> <p><b>Conceptual</b>— How do British social and cultural norms compare to other cultures?</p> <p><b>Debatable</b>— Are the British regarded well internationally?</p>		
<b>Objectives</b>	<b>Summative assessment</b> <i>This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i>	

<p><b>Criterion A: Investigation</b></p> <p>Students should be able to:</p> <p>i: Investigate a movement or genre in their chosen arts discipline, related to the statement of enquiry</p> <p>ii: analyse an artwork or performance from the chosen movement or genre.</p> <p><b>Criterion D: Evaluating</b></p> <p>i: appraise their own artwork or performance</p> <p>ii: Reflect on their development as an artist</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p><b>Goal</b> – Your goal is to use your knowledge of the typical conventions of British pantomime to create a shortened stage version of the fairy-tale Little Red Riding Hood.</p> <p><b>Role</b> – You are an actor in a theatre company who devise their own original work.</p> <p><b>Audience</b> – The audience for your pantomime are families ranging from grandparents to small children.</p> <p><b>Situation</b> – The challenge involves adapting the original fairy-tale to include humour and using at least three of the typical conventions of the genre within your piece.</p> <p><b>Product</b> – You will create a comical and entertaining piece of theatre in order to engage your audience and ensure they return to your venue to watch future performances</p> <p><b>Standards and criteria for success</b> – A successful result will include at least three of the following:</p> <p>Cross gender casting (Dame and Principal boy)</p> <p>Audience interaction and involvement (call and response)</p> <p>Slap stick comedy (eg baking a cake that goes horribly wrong)</p> <p>A song that the audience can sing along with</p> <p>Bright and enhanced costume/set design</p> <p>A heightened acting style</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will explore and understand the British sense of humour, with reference to the characteristics of pantomime. They will explore two elements of communication within this project. They will focus on humour and what they find funny, using their concept of humour to devise moments within their piece of theatre. They will also become aware of themselves as performers. This is an incredibly heightened style of theatre and requires the actor to exaggerate and express in a way that is not natural. Students will reflect upon their ability and willingness to work in this style.</p>
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**Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed***

**Communication** - (Negotiate ideas and knowledge with peers and teachers) Students will discuss and share previous experience of visiting Pantomime and explore their own ideas practically using the relevant techniques.

**Thinking** - (Use brainstorming and visual diagrams to generate new ideas and inquiries) students will consider the most effective way of creating a slapstick routine in the relevant style.

**Collaborative** (Listen actively to other perspectives and ideas) students will engage in discussions to render their own ideas applicable to stimuli and themes that are explored