

Year group: 8	Term: Spring 2	Unit duration: 6 weeks	Number of lessons: 6x50	Unit title: Comedy
Assessment outcome: Perform a short comedy to the class			Fertile question? Why should we take comedy seriously?	
Key skills/concepts/knowledge that students should cover			Start RAG	End RAG
<ul style="list-style-type: none"> ★ Explore a range of comic situations and characters ★ Consider ways of using humour to convey meaning to an audience ★ Develop performance, characterisation, teamwork, physical theatre and devising skills. ★ The origins and early development of comedy ★ Lazzi ★ The comedy rule of three ★ Some of the basic ideas behind slapstick comedy ★ How to put together a short physical sequence. ★ Develop movement, mime and physical skills ★ Explore verbal humour and language ★ Develop staging skills to maximise humour ★ Explored the mechanics of staging comedy 				
			Literacy. Key vocabulary/subject terminology that students should cover	
			<ul style="list-style-type: none"> Slapstick Situation Juxtaposition Corpsing Mime Comic timing Context Gags Cartoons Clowning Setting Unintentional Dark humour Schadenfreude 	
Stretch. Key skills/concepts/knowledge that students should cover			Suggested materials teachers could/should use	
<p>Awareness of the subtleties needed for high quality comedic performances</p> <p>Understand and use different strands of comedy</p> <p>Appreciation of how much rehearsal is needed for excellent comedy</p>			<ul style="list-style-type: none"> Slides Booklets YouTube examples 	
			Key home learning tasks students should complete	
			<ul style="list-style-type: none"> Independent research Study TV comedy 	