



# Physical Theatre: Exploring the Slap

*Learn about Meyerhold's form of physical theatre, biomechanics, and understand and perform 'The Slap'.*

If your students are completing the whole of this course online, then they can complete useful and engaging activities, or a test based on the content covered.

You can choose for your students to complete individual tasks by themselves or encourage group work. Though you may have your own ideas about what your students can do with the course content, we've made things easy for you by suggesting some activities that you can submit to your students below. Choose whichever suits your students and needs.

Each task has student-facing instructions you can use (found later in this pack).

## Individual student tasks taken from the course

**Reflection:** Students write a 500-word reflection on what they learned from the course, including anything they might do differently now as a result of their learning and anything additional they found out from their own reading around the topic. They will submit this reflection as a written essay, podcast or video.

**Activity:** Students create a storyboard of the dance movement "The Slap" from start to finish, using characters to visualise each step and a description using all the key terms used in the course. They will submit their storyboard to you as an image, a slideshow or video.

## Group tasks based on the course

**Peer review task:** Set up a space for students to share and comment on each other's work. Students will upload videos of their own slap exercises and critique each other's work – what was good, how could they improve?

## Test

You can use the test questions listed in the student instructions below as a short assessment to enable your students to demonstrate what they have learned on the course. The assessment has 15 marks in total.

The questions have been designed to be flexible and open. The questions indicate which steps the answers can be found on. The marks available reflect the likely length and complexity of the answer expected, and how many points they are likely to make. For example, a 5-mark question might reflect a longer, more complex question, or one where they have asked to describe or explain a number of elements. Depending on the level and ability of your students, you can decide how you wish to award the marks, so they are appropriate for your class.

Each question suggests which steps the students may wish to return to answer the questions. You can decide if you want to include this information when you share the assessment with your students.

## Additional support

You can use the [How to use Futurelearn guide](#) with your students to get started. If you have any more questions, please refer to the [FAQ](#) section.

# Student instructions

## Reflection

Write a 500-word reflection on what you have learned from the course. It should include anything you might do differently now because of what you learned and anything additional you found out in your reading around the topic. Submit this reflection to your teacher as a written essay, podcast or video.

## Activity

Create a storyboard of The Slap from start to finish, using characters to visualise each step and a description using all the key terms used in the course. Submit your storyboard to your teacher as an image, a slideshow or video.

## Peer review task

Record yourself completing The Slap exercises in the course and post it to your group's area. Then reviews each other's work – what was good, how could they improve?

## Test

Complete the assessment questions below to demonstrate your understanding of the course. You can refer back to the course to find the answers or more detail as you need to. You should not however share your answers with other students.

Your answers should be written in full sentences and be appropriately detailed. Make sure you read the questions carefully before starting to answer. Each question shows how many marks are available – use this to guide how much detail or how many points you need to include.

The questions also indicate where you can start to look to find the answer. You can also include information from other steps if that is relevant.

1. What is biomechanics? (3 marks) [Step 1.4]
2. What were some key events in Meyerhold's life? (3 marks) [Step 1.3]
3. What are the key parts of The Slap? (name and brief description) (6 marks) [Step 2.3, 2.4 and 2.5]
4. How can recording your practice support your development? (3 marks) [Step 2.6]