

Curriculum Overview Table - Drama

End Point	Key knowledge	Key skills	Key Vocabulary	Reading and Oracy	Numeracy	Assessment	Common misconceptions
<p>Y7 Term 1 Darkwood Manor</p> <p><i>Bridge the gap between play and Drama.</i></p> <p><i>Basic performance skills and knowledge</i></p> <p><i>Exploring a character and narrative through form</i></p> <p><i>Effective rehearsals</i></p>	<p>The structure of a murder mystery / thriller</p> <p>What is a performance?</p> <p>How do we create a character?</p> <p>How do we build tension?</p> <p>How do we structure performance work using techniques?</p>	<p>Characterisation: facial expression, voice, physicality.</p> <p>Devising: ensemble, creativity, imagination.</p> <p>Rehearsal: communication, teamwork, co-operation.</p> <p>Employability skills: Cooperation, Communication, listening, focus, commitment.</p>	<p>Performance skills: facial expressions, tone, pitch, projection</p> <p>Techniques: freeze frame, ensemble, flashback, cliff-hanger,</p> <p>Other: props, narrative, hot seating, narrative, scene, audience, performance,</p>	<p>Guided reading for comprehension</p> <p>Interpreting meaning from a text</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab - Physical: voice & body language 	<p>Angles of sight on stage (if appropriate)</p> <p>24hr clock and time</p>	<p>Baseline assessment from rehearsals throughout independent work in rehearsal lessons 1-3.</p> <p>Assessing- rehearsal skills using skills grid.</p> <p>Performance in the final lesson- this can be assessed for groups who perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: selected groups to perform at the end of term.</p> <p>Peer/Self: feedback and reflection time each lesson.</p>	<p>Murder weapon is always a gun / knife.</p>
<p>Y7 Term 2 Melodrama</p> <p>Define what a genre is and identify the features of a Melodrama.</p> <p>Blocking performance – using space effectively.</p>	<p>Understand the process of rehearsing a script.</p> <p>To identify the different generic conventions of a Melodrama performance.</p> <p>Understand basic script terminology and what the elements of a script look like</p>	<p>Spatial: blocking, levels, movement.</p> <p>Scripted: reading and identifying dialogue/stage directions (comprehension)</p> <p>Rehearsal: communication, teamwork, co-operation.</p>	<p>Performance skills: exaggeration, facial expressions, tone, pitch, pace, pause, gestures, movement.</p> <p>Techniques: ensemble, split stage</p>	<p>Reading comprehension</p> <p>Interpreting meaning from a text</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Register 	<p>Angles of sight on stage</p> <p>Proxemics – distance between characters</p> <p>Levels</p>	<p>Assessing- rehearsal skills using skills grid (holistically, over the course of the term)</p> <p>Performance in the final lesson- this can be assessed for groups who perform. All groups perform.</p> <p>Formative: verbal feedback to each</p>	<p>Stage positions are from the audience's perspective.</p>

	<p>on a page.</p> <p>To prepare students for Superheroes in Year 8 and Commedia in Year 9- Melodrama links.</p> <p>How can we use blocking and movement?</p> <p>How do we build tension and atmosphere?</p>	<p>Characterisation: facial expression, voice, physicality.</p> <p>Employability skills: cooperation, communication, listening, focus, commitment, problem solving, leadership.</p>	<p>Other: genre, stock characters, devising.</p>	<p>and volume</p> <ul style="list-style-type: none"> - Linguistic: vocab - Physical: voice & body lan 		<p>group weekly.</p> <p>Summative: each group to be assessed in performance, over the course of a few weeks.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Keywords quiz based on the KO from term 1 and 2, completed in the lesson.</p>	
<p>Y7 Term 3 Greek Theatre</p> <p>Understand what a Greek Chorus is and what drama skills are needed to be a part of a chorus.</p>	<p>To understand the conventions of Greek Theatre.</p> <p>To identify the areas of a Greek Amphitheatre.</p> <p>What are the origins of theatre?</p> <p>How do we use chorus / choral movements and speech?</p>	<p>Physical: unison, cannon, synchronisation, gestures, physicality, facial expressions.</p> <p>Vocal: projection, unison, cannon, pitch, pace, tone.</p> <p>Employability skills: cooperation, communication, listening, focus, commitment, problem solving, collaboration.</p>	<p>Greek theatre vocab: Amphitheatre, chorus, masks, synchronisation, ensemble</p>	<p>To explore how to communicate language together as a chorus</p> <p>Interpreting Greek texts and language: Oedipus and Greek Myths</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Register 	<p>Measuring the volume of voices within a chorus using dB</p> <p>Sequencing and patterns of voice</p>	<p>Assessing- rehearsal skills using skills grid.</p> <p>Performance in the final lesson- this can be summatively assessed for groups who perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: each group to be assessed in performance, over the course of a few weeks.</p> <p>Peer/Self: feedback and reflection time each lesson.</p>	<p>In a Greek Chorus there must be one individual being the main role.</p>

				and volume - Linguistic: vocab Physical: voice & body language			
<p>Y7 Term 4 Castaway</p> <p><i>To understand how theatre educates audiences</i></p> <p><i>Identify your own responsibilities as a contributing member of society.</i></p> <p><i>Develop empathy for others.</i></p>	<p>To understand how democratic societies function.</p> <p>Understand how immigration plays an important role in a functioning society.</p> <p>What is Forum Theatre?</p> <p>What values should a society hold?</p> <p>How can we create a welcoming society?</p>	<p><u>Devising:</u> creativity, ensemble, using facts as a stimulus.</p> <p><u>Rehearsal:</u> teamwork, communication, problem solving, listening, collaboration</p> <p><u>Vocal:</u> projection, pace, pitch, emphasis, tone.</p> <p><u>Physical:</u> tableaux, gestures, facial expressions, eye contact.</p> <p><u>Employability skills:</u> cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy.</p>	<p><u>TIE vocab:</u> theatre in education, audience interaction, objectives, forum theatre.</p> <p><u>Techniques:</u> narration, direct address, split stage</p> <p><u>Other:</u> society, democracy, immigration, values.</p>	<p>Interpreting meaning and intentions from a text.</p> <p>Oracy:</p> <p>- S&E : listening /responding, working with others</p> <p>- Register and volume</p> <p>- Linguistic: vocab</p> <p>Physical: voice & body language</p>	<p>Angles of sight on stage</p> <p>Proxemics</p> <p>Levels</p> <p>Use of graphs to show tension and use of performance skills</p>	<p>Assessing- rehearsal skills using skills grid (holistically, over the course of the term)</p> <p>Performance in the final lesson- this can be assessed for groups who perform. All groups perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: each group to be assessed in performance, over the course of a few weeks.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Keywords quiz based on the KO from term 3 and 4, completed in the lesson.</p>	<p>Outsiders are a threat to society.</p>

<p>Yr 7 Term 5</p> <p>The Tempest</p> <p>Understand the language, emotions and intentions of a character within The Tempest.</p> <p>Understand how physical and vocal skills can enhance a comical performance.</p> <p>Perform a scene using techniques and performance skills.</p> <p>Develop empathy for others.</p>	<p>Storyline of The Tempest.</p> <p>Understand character emotions and motivations.</p> <p>Knowledge of original performance conditions in Shakespearian England.</p> <p>How to perform a character's status.</p> <p>How to communicate emotion.</p> <p>What is status?</p> <p>How can we create physical comedy?</p>	<p><u>Scripted</u>: reading and identifying the conventions of a Shakespeare script, identify stage directions</p> <p><u>Rehearsal</u>: teamwork, communication, problem solving, listening, collaboration.</p> <p><u>Spatial</u>: using levels, stage directions and proxemics to show power and status</p> <p><u>Vocal</u>: volume, projection, pace, pitch, tone</p> <p><u>Physical</u>: body as prop / object, gestures, facial expressions, eye contact.</p> <p><u>Employability skills</u>: cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy</p>	<p><u>Techniques</u>: Soundscape, Mime, Body as prop, Status / power,</p> <p><u>Spatial</u>: levels, Proxemics, blocking</p> <p><u>Performance skills</u>: timing, pace, vocal skills, physical skills.</p>	<p>Analysis of text (breaking down Shakespearian language).</p> <p>Interpreting meaning, emotions, intentions from a script.</p> <p>Using adjectives to describe characters from The Tempest</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Register and volume - Linguistic: vocab <p>Physical: voice & body language</p>	<p>Angles of sight on stage</p> <p>Proxemics</p> <p>Levels</p>	<p>Baseline assessment from rehearsals throughout independent work in rehearsal lessons 1-3.</p> <p>Assessing- rehearsal skills using skills grid.</p> <p>Performance in the final lesson- this can be assessed for groups who perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: selected groups to perform at the end of term.</p> <p>Peer/Self: feedback and reflection time each lesson.</p>	<p>When portraying a high status, powerful character you have to shout all of your dialogue</p>
<p>Yr 7 Term 6</p> <p>Charlie and the Chocolate Factory</p>	<p>To create a TV advert which entertains and informs the</p>	<p><u>Devising</u>: creativity, imagination,</p>	<p><u>Advertising</u>: unique selling point, jingle, slogan,</p>	<p>Reading comprehension</p>	<p>Use of graphs to show tension and use of performance skills.</p>	<p>Assessing- rehearsal skills using skills grid (holistically, over the course of the term)</p>	<p>All adverts have to be funny to be engaging</p>

<p>Understand what a stimulus is and how devise a performance from a stimulus</p> <p>Identify the key conventions of a TV advert</p>	<p>audience</p> <p>To be able to use adjectives to describe the character's and rooms inside Wonka's factory</p> <p>How do we block a piece of script? (recapping from T2 & T5)</p> <p>How do we persuade an audience?</p>	<p>spontaneous</p> <p>Rehearsal: teamwork, communication, problem solving, listening, collaboration</p> <p>Vocal: pitch, pace, accent, volume, projection, tone</p> <p>Physical: body as prop, posture, gestures, facial expressions, eye contact</p> <p>Employability skills: cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy</p>	<p>persuasive language, adjective, hyperbole</p>	<p>Interpreting meaning from a text</p> <p>Identifying key conventions of a script; stage directions / layout.</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Register and volume - Linguistic: vocab <p>Physical: voice & body language</p>	<p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p>	<p>Performance in final lesson- this can be assessed for groups who perform. All groups perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: each group to be assessed in performance, over the course of a few weeks.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Keywords quiz based on the KO from term 5 and 6, completed in lesson</p>	
	Key Knowledge	Key Skills	Key vocabulary	Reading and oracy	Numeracy		Common Misconceptions
<p>Yr8 Term 1 Superheroes</p> <p>Identify conventions of Superheroes genre</p> <p>Understand stock characters</p>	<p>How to use Superhero genre conventions and Drama techniques of narration, reportage, flashback and cliffhanger.</p> <p>How do historical styles inform modern performance?</p> <p>How do we structure a narrative?</p>	<p>Character: voice, physicality, facial expressions.</p> <p>Spatial: blocking, proxemics, levels, movement.</p> <p>Rehearsal: communication,</p>	<p>Techniques:</p> <p>cliffhanger, flashback, flash forward, foreshadowing, mime, narration</p> <p>Performance skills: exaggeration, facial</p>	<p>Visual literacy</p> <p>Reading comprehension</p> <p>Interpreting meaning from a text</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with 	<p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Use of graphs to show tension and use of performance skills</p>	<p>Assessing- rehearsal skills using skills grid.</p> <p>Performance in the final lesson- this can be assessed for groups who perform.</p> <p>Formative: verbal feedback to each group weekly.</p>	<p>Narrative should be linear to make sense to an audience.</p>

	How do we perform stereotypes?	<p>teamwork, co-operation.</p> <p><u>Devising:</u> imagination, creativity, spontaneous</p> <p><u>Employability skills:</u> cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy, teamwork, presenting.</p>	<p><i>expressions, tone, pitch, pace, pause, gestures, movement.</i></p> <p>Other: alter ego, backstory, narrative</p>	<p>others</p> <ul style="list-style-type: none"> - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab - Physical: voice & body lan 		<p>Summative: selected groups to perform at the end of term.</p> <p>Peer/Self: feedback and reflection time each lesson.</p>	
<p>Yr8 Term 1 Remembrance</p> <p>To create a piece of theatre, utilising knowledge of Remembrance Day, WW1 and WW2 and theatre conventions.</p>	<p>How do we create performances for a specific event?</p> <p>How can we respectfully tell a story to evoke emotion?</p>	<p><u>Character:</u> voice, physicality, facial expressions.</p> <p><u>Spatial:</u> blocking, proxemics, levels, movement.</p> <p><u>Rehearsal:</u> communication, teamwork, co-operation.</p> <p><u>Devising:</u> imagination, creativity, spontaneous</p> <p><u>Employability skills:</u> cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy, teamwork, presenting.</p>	<p><u>Performance skills:</u> exaggeration, facial expressions, tone, pitch, pace, pause, gestures, movement.</p>	<p>Visual literacy</p> <p>Reading comprehension</p> <p>Interpreting meaning from a text</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab - Physical: voice & body lan 	<p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p>	<p>skills using skills grid.</p> <p>Performance in the final lesson- this can be assessed for groups who perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: selected groups to perform at the end of term.</p> <p>Peer/Self: feedback and reflection time each lesson.</p>	<p>Performances linked to Remembrance Day should always be about death and war.</p>
<p>Y8 Term 2 Protest</p> <p>To understand what a</p>	<p>To explore social issues through Drama, utilising dramatic conventions such</p>	<p><u>Devising:</u> imagination, creativity, spontaneous.</p>	<p><u>Techniques:</u> 4th wall, placard, narration</p> <p><u>Other:</u> devising</p>	<p>Interpreting meaning from</p>	<p>Proxemics</p>	<p>Assessing- rehearsal skills using skills grid (holistically, over the course of the term)</p>	<p>Successful theatre needs to reflect reality</p>

<p>protest is and the different ways to protest</p> <p>Recognise the benefits and potential risks of protest</p> <p>Understand who Bertolt Brecht is</p> <p>To identify key skills needed for Political Theatre</p>	<p>as angel/devil, flashback, freeze frame and narration to tell a story.</p> <p>To experiment with reportage to interpret and dramatise a variety of sources including script, historical figures and image.</p> <p>What is equality?</p> <p>Why do people protest?</p> <p>Why is it important for people to have a voice?</p>	<p><u>Rehearsal:</u> communication, teamwork, co-operation.</p> <p><u>Character:</u> voice, physicality, facial expressions- all over exaggerated.</p> <p><u>Spatial:</u> blocking, proxemics, levels, movement.</p> <p><u>Employability skills:</u> cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy, teamwork, presenting.</p>	<p>dialogue, director, end-on, protest, stimulus, tension, verbatim.</p>	<p>text</p> <p>Reading factual information and sources</p> <p>Oracy: - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab - Physical: voice & body lan</p>	<p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Levels</p>	<p>Performance in final lesson- this can be assessed for groups who perform. All groups perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: each group to be assessed in performance, over the course of a few weeks.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Keywords quiz based on the KO from term 1 and 2, completed in lesson</p>	
<p>Y8 Term 2 Panto</p> <p>To create a piece of theatre, utilising knowledge of Melodrama, Pantomime and performance conventions.</p>	<p>How is Panto influenced by Melodrama?</p> <p>What are the conventions of a Panto?</p>	<p><u>Rehearsal:</u> communication, teamwork, co-operation.</p> <p><u>Character:</u> voice, physicality, facial expressions- all over exaggerated.</p> <p><u>Spatial:</u> blocking, proxemics, levels, movement.</p> <p><u>Employability skills:</u> cooperation,</p>	<p><u>Panto:</u> dame, hero, princess, audience interaction, breaking 4th wall</p>	<p>Interpreting meaning from text</p> <p>Reading factual information and sources</p> <p>Oracy: - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning,</p>	<p>Proxemics</p> <p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Levels</p>	<p>Assessing- rehearsal skills using skills grid.</p> <p>Performance in the final lesson- this can be assessed for groups who perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: selected groups to perform at the end of term.</p> <p>Peer/Self: feedback and reflection time</p>	<p>Panto must follow a script at all times.</p>

		communication, listening, focus, commitment, problem solving, collaboration, oracy, teamwork, presenting.		clarifying, structure, content - Linguistic: vocab - Physical: voice & body lan		each lesson.	
<p>Y8 Term 3 A Monster Calls (design)</p> <p>To understand what careers are available within theatre besides performing</p> <p>To recognise the importance of backstage roles</p> <p>To understand the different stage configurations</p> <p>Create a digital portfolio of design work</p>	<p>To identify the job roles within theatre.</p> <p>What is theatre design?</p> <p>How do we use costume, lighting and sound to enhance the performance?</p> <p>How do we effectively light the stage?</p>	<p><u>Design:</u> patience, problem solving, attention to detail, analysis, organisation,</p> <p><u>Employability skills:</u> cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy, teamwork, presenting.</p>	<p>Volume, Fade, Cross fade, tempo, design, symbolism, context, props / set, proscenium arch, in the round, promenade, traverse, thrust materials, textures, colours to represent emotions / weather.</p> <p><u>Roles within theatre:</u> lighting designer, set designer, prop maker, sound designer</p>	<p>Reading scripts and recognising the technical elements; set changes, lighting changes, music / sound effects</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Cognitive: self-regulation, reasoning, clarifying, structure, content - Linguistic: vocab <p>Physical: voice & body lan</p>	<p>Measuring</p> <p>Scaling down or up</p> <p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p>	<p>Assessing- rehearsal skills using skills grid.</p> <p>Performance in the final lesson- this can be assessed for groups who perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: selected groups to perform at the end of term.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Summative assessment of digital portfolio against a marking criteria.</p>	<p>During a set change there must be a blackout</p>
<p>Y8 Term 4 Curious Incident</p>	<p>What is sensory overload?</p>	<p><u>Physical:</u> trust, cannon, timing, unison, levels,</p>	<p>Physical theatre: Frantic Assembly,</p>	<p>Interpreting meaning from</p>	<p>Use of mathematical language to</p>	<p>Assessing- rehearsal skills using skills grid (holistically, over the</p>	<p>Using physical theatre and choreography means we are dancing</p>

<p>To have an understanding of the traits people with ASD can display</p> <p>To recognise how theatre does not always need to rely on dialogue, but physicality plays an important role in storytelling</p> <p>Understand who Frantic Assembly are and their style of physical theatre.</p> <p>Perform a scene using movement to communicate meaning.</p>	<p>How do we choreograph movement to communicate emotion?</p> <p>What is physical theatre?</p> <p>How do we use movement to tell a story?</p> <p>How can we use our bodies differently?</p>	<p>strength, balance.</p> <p><u>Voice:</u> pitch, pace, projection, tone, volume, accent, emphasis</p> <p><u>Spatial:</u> blocking, proxemics, levels, movement.</p> <p><u>Rehearsal:</u> communication, teamwork, co-operation.</p> <p><u>Devising:</u> imagination, creativity, spontaneous.</p> <p><u>Employability skills:</u> cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy, teamwork, presenting, trust.</p>	<p>round by through, clear the space, push hands, spatial awareness, choreography, building blocks.</p> <p>Other:</p> <p>context, subtext</p>	<p>text</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Cognitive: self-regulation, reasoning, clarifying, structure, content - Linguistic: vocab <p>Physical: voice & body lan</p>	<p>describe angles of sight on stage, levels and heights.</p> <p>Levels</p> <p>Height</p> <p>Proxemics</p> <p>Counting beats and timing movements.</p>	<p>course of the term)</p> <p>Performance in final lesson- this can be assessed for groups who perform. All groups perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: each group to be assessed in performance, over the course of a few weeks.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Keywords quiz based on the KO from term 1 and 2, completed in lesson</p>	<p>and not acting</p>
<p>Yr 8 Term 5 Noughts and Crosses</p> <p>To understand what Naturalism is and what drama skills are required to perform naturalistically.</p> <p>To explore social issues through Drama, utilising dramatic conventions such as angel/devil, flashback, freeze frame</p>	<p>What are character objectives?</p> <p>How do we use vocal skills to communicate subtext?</p> <p>How can we develop a naturalistic characterisation?</p>	<p><u>Physical:</u> tableaux, mime, gesture, posture, facial expressions, eye contact</p> <p><u>Voice:</u> projection, accent, pitch, pace, tone, volume.</p> <p><u>Spatial:</u> stage directions, blocking, proxemics,</p>	<p>Extremism, Naturalism, Objectives, Given circumstances</p>	<p>Interpreting meaning from text</p> <p>Reading factual information and sources</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : 	<p>Line graph – X and Y axis – horizontal, vertical, scale</p> <p>Use of graphs to show tension and use of performance skills</p>	<p>Assessing- rehearsal skills using skills grid.</p> <p>Performance in the final lesson- this can be assessed for groups who perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: selected groups to perform at</p>	<p>The word 'extreme' always links to something negative</p>

<p>and narration to tell a story.</p> <p>To understand what extremism is.</p> <p>Perform a naturalistic scene.</p> <p>Develop empathy.</p>	<p>What is extremism?</p>	<p>levels, movement</p> <p><u>Rehearsal:</u> communication, teamwork, co-operation, feedback and responding to feedback</p> <p><u>Employability skills:</u> cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy, teamwork, presenting, trust, responding to feedback.</p>		<p>listening /responding, working with others</p> <p>- Cognitive: self-regulation, reasoning, clarifying, structure, content</p> <p>- Linguistic: vocab</p> <p>Physical: voice & body lan</p>		<p>the end of term.</p> <p>Peer/Self: feedback and reflection time each lesson.</p>	
<p>Yr 8 Term 6 Taskmaster (improvisation)</p> <p>To understand what improvisation is</p> <p>Recognise what drama skills are suitable and relevant to a scene.</p> <p>Create performances and short scenes using transferable skills.</p> <p>Develop personal awareness of transferable skills.</p>	<p>Apply drama skills to improvise and devise a performance</p> <p>Recap ensemble work.</p> <p>What are transferable skills?</p> <p>How do we use quick thinking and problem solving skills to create improvisation?</p> <p>Why are transferable skills important?</p>	<p><u>Physical:</u> trust, timing, gesture, body as prop, facial expressions, eye contact.</p> <p><u>Spatial:</u> stage directions, blocking, proxemics, levels, movement</p> <p><u>Rehearsal:</u> communication, teamwork, co-operation, feedback and responding to feedback, time keeping</p> <p><u>Employability skills:</u> cooperation, communication, listening, focus,</p>	<p>Ensemble</p> <p>Synchronisation</p> <p>Formation</p> <p>Physical theatre</p>	<p>Visual literacy</p> <p>Oracy:</p> <p>- S&E : listening /responding, working with others</p> <p>- Cognitive: self-regulation, reasoning, clarifying, structure, content</p> <p>- Linguistic: vocab</p> <p>Physical: voice</p>	<p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p>	<p>Assessing- rehearsal skills using skills grid (holistically, over the course of the term)</p> <p>Performance in final lesson- this can be assessed for groups who perform. All groups perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: each group to be assessed in performance, over the course of a few weeks.</p> <p>Peer/Self: feedback and reflection time</p>	<p>All improvisation must be funny or violent to entertain the audience</p>

		commitment, problem solving, collaboration, oracy, teamwork, presenting, trust, responding to feedback, time keeping, organisation.		& body lan		each lesson. Keywords quiz based on the KO from term 1 and 2, completed in lesson	
	Key Knowledge	Key Skills	Key Vocabulary	Reading & Oracy	Numeracy		Common Misconceptions
Yr9 Term 1 Commedia Dell'Arte Create a performance in the style of Commedia Dell'Arte	How to use physicality and voice to create comedy. Knowledge of how Commedia fits into the history of European theatre. Knowledge or character names, personality traits and physicality. How can we create comedic physicality? Why is slapstick comedy funny? How has Commedia impacted performance styles like Melodrama?	Character: voice, physicality, facial expressions. Spatial: blocking, proxemics, levels, movement. Rehearsal: communication, teamwork, co-operation. devising: imagination, creativity, spontaneous.	Mime, grammatot, posture, body language, gesture, clocking the audience, passing the focus, lazzi.	Oracy: - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab - Physical: voice & body lan	Use of mathematical language to describe angles of sight on stage, levels and heights.	Assessing- rehearsal skills using skills grid. Performance in the final lesson- this can be assessed for groups who perform. Formative: verbal feedback to each group weekly. Summative: selected groups to perform at the end of term. Peer/Self: feedback and reflection time each lesson.	Comedy is always fast paced.
Y9 Term 2 Physical Theatre <i>(PSHE link to exploring Homelessness)</i> Develop teamwork and	How can we build trust and ensemble work? Build knowledge of physical theatre techniques. How can we use movement to tell a story?	Style: balance, control, physicality, fluidity, timing, contact Rehearsal: trust, collaboration, connection, communication	Practitioner: Frantic Assembly; building blocks, string of material, round by through, hymn hands, picking fluff, chair duets, Wider learning:	Infer: Respond to stimuli through formation of ideas through discussion. Communicate	Counting beats and rhythms to music to deliver movements.	Assessing- rehearsal skills using skills grid (holistically, over the course of the term) Performance in final lesson- this can be assessed for groups who perform. All groups perform. Formative: verbal	Physical theatre does not incorporate dialogue.

<p>collaboration skills.</p> <p>Devise a physical theatre performance.</p> <p>Develop empathy for those without a home.</p> <p>Develop an awareness of what it means to be homeless in a modern society.</p>		<p>Space: movement, awareness, positioning, zoning.</p> <p><u>Employability skills:</u> cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy, teamwork, presenting, trust, responding to feedback, time keeping, organisation.</p>	<p>ensemble, transition, rhythm, synchronisation, stylized movement</p>	<p>ideas and interpret others.</p> <p>Build meaning through initial discussion but apply through collaborative exploration</p> <p>Oracy</p> <p>Listening to others and communicating on ideas to develop perspective.</p>		<p>feedback to each group weekly.</p> <p>Summative: each group to be assessed in performance, over the course of a few weeks.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Keywords quiz based on the KO from term 1 and 2, completed in lesson</p>	
<p>Y9 Term 3</p> <p>Political theatre</p> <p>To devise a piece of political theatre, utilising techniques learned.</p> <p>To perform a piece of political theatre.</p> <p>Develop a rounded knowledge of different theatrical styles.</p> <p>Experiment with techniques to make an audience question</p>	<p>What is verbatim?</p> <p>How can theatre comment politically?</p> <p>How can theatre change society?</p> <p>Who is Bertolt Brecht?</p> <p>How do Brecht's techniques fit in theatrical history?</p> <p>How is verbatim theatre developed?</p>	<p><u>Employability skills:</u> cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy, teamwork, presenting, trust, responding to feedback, time keeping, organisation.</p> <p><u>Physical:</u> tableaux, mime, gesture, posture, facial expressions, eye contact</p> <p><u>Voice:</u> projection, accent, pitch, pace, tone,</p>	<p>Epic Theatre, breaking 4th wall, narration, alienation, verfremdungseffekt, emotional investment, direct address, placard, multi-roling, symbolism, montage, episodic, linear, freeze frame.</p> <p>Verbatim, testimonial, interview, documentary, rhythm.</p>	<p>Interpreting meaning from text</p> <p>Reading factual information and sources</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Cognitive: self-regulation, reasoning, 	<p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p>	<p>Assessing- rehearsal skills using skills grid.</p> <p>Performance in the final lesson- this can be assessed for groups who perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: selected groups to perform at the end of term.</p> <p>Peer/Self: feedback and reflection time each lesson.</p>	<p>Political theatre shouldn't be entertaining.</p>

<p>society.</p>		<p>volume.</p> <p><u>Spatial</u>: stage directions, blocking, proxemics, levels, movement</p>		<p>clarifying, structure, content</p> <p>- Linguistic: vocab</p> <p>Physical: voice & body lang</p>			
<p>Y9 Term 4</p> <p>Naturalism</p> <p>To develop understanding of how to perform Naturalistic Theatre</p> <p>To analyse character to build meaning and understand how to communicate context and subtext in acting choices</p> <p>To perform a piece of script: DNA by Dennis Kelly through a Naturalistic Style informed by the practitioner; Stanislavski</p>	<p>Knowledge of Stanislavski and how his methods fit in the history of theatre.</p> <p>What is context and subtext?</p> <p>How can we create natural characters?</p> <p>How can we apply emotional memory and objectives to create character?</p>	<p>Physical: eye contact, facial expressions, gestures, posture,</p> <p>Rehearsal: teamwork, problem solving, communication, listening, collaboration, interpretation</p> <p>Spatial: awareness, proxemics, audience relationship and contact.</p> <p><u>Employability skills</u>: cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy, teamwork, trust, responding to feedback, time keeping, organisation.</p>	<p>Stanislavski: units, objective, given circumstances, magic if, tempo rhythm</p> <p>Naturalism: context, subtext, characterisation, believable, connection</p> <p>Blocking: positioning, levels, proxemics, movement</p>	<p>Interpreting meaning from text</p> <p>Reading factual information and sources</p> <p>Oracy:</p> <p>- S&E : listening /responding, working with others</p> <p>- Cognitive: self-regulation, reasoning, clarifying, structure, content</p> <p>- Linguistic: vocab</p> <p>Physical: voice & body lan</p>	<p>Character status (high / low status)</p> <p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p>	<p>Assessing- rehearsal skills using skills grid (holistically, over the course of the term)</p> <p>Performance in final lesson- this can be assessed for groups who perform. All groups perform.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Summative: each group to be assessed in performance, over the course of a few weeks.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Keywords quiz based on the KO from term 1 and 2, completed in lesson</p>	<p>Naturalistic theatre is always emotional</p>

<p>Yr 9 Term 5 The Apprentice</p> <p>Develop personal awareness and reflect on their own skills and qualities.</p> <p>Improve presentation and oracy skills.</p> <p>Effectively communicate ideas to an audience and build confidence in presenting.</p> <p>Develop communication and listening skills to be able to effectively use in an interview scenario</p>	<p>What are skills and qualities?</p> <p>What do employers look for from their employees?</p> <p>What transferable skills do we need?</p> <p>How can we improve our interview technique?</p>	<p>Physical and vocal: mannerisms, eye contact, tone, pitch, volume, articulation.</p> <p>Transferable: confidence, respect, communication, listening, self reflection.</p> <p><u>Employability skills:</u> cooperation, communication, listening, focus, commitment, problem solving, collaboration, oracy, teamwork, trust, responding to feedback, time keeping, organisation.</p>	<p>Interview, CV, application, confidence, employability, first impression, commitment, presentation.</p>	<p>Visual literacy</p> <p>Reading factual information and sources - if students use facts and figures to inform the presentation.</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Cognitive: self-regulation, reasoning, clarifying, structure, content - Linguistic: vocab <p>Physical: voice & body lang</p>	<p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Mental arithmetic (ability to work out business figures).</p>	<p>Assessing- rehearsal skills using skills grid.</p> <p>Every outcome from the project (pitch, presentation, advert etc.) is marked and graded using a marking grid. Final scores tallied by the end of term.</p> <p>Presentation in the final lesson.</p> <p>Formative: verbal feedback to each group weekly.</p> <p>Peer/Self: feedback and reflection time each lesson.</p>	<p>Drama does not provide you with employability skills for all jobs</p>
<p>Yr 9 Term 6 Live Theatre Review</p> <p>To identify the skills an actor uses.</p> <p>To describe an actor's use of performance</p>	<p>Recap knowledge of performance skills.</p> <p>To use knowledge of theatre history to place the production and its use of practitioner techniques.</p> <p>How can we build opinions of theatre?</p>	<p><u>Written:</u> Identify, describe, analyse, evaluate, justify. Writing to review, use of SPAG.</p> <p><u>Voice:</u> projection, accent, pitch, pace, tone,</p>	<p>Analysis,evaluation justifying, themes, context, narrative, subtext, contrast, tension, interpretation.</p>	<p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with 	<p>Proxemics</p> <p>Measurements</p> <p>Scale</p> <p>Use of mathematical</p>	<p>Formative: use of CCR to provide feedback on written work.</p> <p>Summative: students' final paragraphs to be</p>	<p>Evaluate and analyse are the same thing.</p>

<p>skills.</p> <p>To analyse the meaning created by an acting or directing choice.</p> <p>To evaluate the use of acting skills to communicate meaning to an audience.</p> <p>To form a personal opinion on the play and justify that opinion using examples.</p>	<p>How do we write about theatre?</p> <p>What makes theatre enjoyable?</p>	<p>volume, articulation, phrasing, rhythm, emphasis, intonation.</p> <p><u>Spatial:</u> stage directions, blocking, proxemics, levels, movement</p> <p><u>Physical:</u> gesture, facial expressions, gait, pace, movement, posture, contact (touch).</p> <p><u>Rehearsal:</u> communication, teamwork, co-operation, feedback and responding to feedback</p>	<p><u>Roles within theatre:</u> lighting designer, set designer, prop maker, sound designer</p>	<p>others</p> <ul style="list-style-type: none"> - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab <p>Physical: voice & body lan</p>	<p>language to describe angles of sight on stage, levels and heights.</p>	<p>marked out of 16, using GCSE criteria from Q 12 of comp 1.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Keywords quiz based on the KO from term 5 and 6, completed for HWK.</p>	
	<p>Key Knowledge</p>	<p>Key Skills</p>	<p>Key Vocabulary</p>	<p>Reading & Oracy</p>	<p>Numeracy</p>	<p>Assessment</p>	<p>Common Misconceptions</p>
<p>Yr10 Term 1 Intro to the course & Blood Brothers</p> <p>Develop whole class cohesion and confidence to work together.</p> <p>Build knowledge of Blood Brothers (plot, character, context, subtext).</p> <p>Perform an extract from Blood Brothers.</p>	<p>To understand what skills are required to be a part of a successful ensemble.</p> <p>Themes, narrative, context and character information from Blood Brothers.</p> <p>Knowledge of Component 1.</p> <p>Knowledge of Component 3.</p>	<p><u>Performance:</u> facial expression, voice, physicality, mime, pace, pause, gesture, gait, movement, posture, body language, eye contact.</p> <p><u>Team work:</u> communication, listening, collaboration, problem solving.</p> <p><u>Scripted:</u> Reading and identifying dialogue/stage directions, blocking, levels, movement,</p>	<p>Context, subtext, themes, characterisation, teamwork, ensemble, levels, proxemics.</p>	<p>Reading comprehension</p> <p>Interpreting meaning from a text</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab - Physical: voice & body 	<p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Scale</p> <p>Line graph – X and Y axis – horizontal, vertical, scale</p> <p>Use of graphs to show tension and use of performance skills</p>	<p>Formative: verbal feedback to address misconceptions as they arise. AFL through questioning.</p> <p>CCR - green pen in books during written work.</p> <p>Summative: all students to perform a scene from Blood Brothers which is assessed as a Component 3 performance, using GCSE criteria /mark</p>	<p>To play a 7 year old you must go onto your knees to make you shorter.</p>

		proxemics, directing.		language		schemes. Peer/Self: feedback and reflection time each lesson. Knowledge checks - use of google quiz and quick quiz / knowledge checks (longer 20 mark tests) to identify knowledge gaps. Set as HWK or completed in lesson.	
<p>Yr10 Term 2 Theatre practitioners</p> <p>Develop confidence in applying practitioner's techniques to work.</p> <p>Understand the impact of practitioners on an audience and how different styles can create tension, comedy, emotion or spread awareness.</p>	<p>Understand the difference between Naturalistic theatre and Non naturalistic</p> <p>Brecht</p> <p>Stanislavski</p> <p>Frantic Assembly</p> <p>Alecky Blythe</p> <p>Paper Birds</p> <p>Artaud</p> <p>How do these styles of performance fit in theatre history?</p> <p>How do we apply techniques to performances to create an impact?</p>	<p><u>Performance:</u></p> <p>Facial expression, voice, physicality, mime, pace, pause, gesture, gait, movement, posture, body language, eye contact.</p> <p><u>Team work:</u></p> <p>communication, listening, collaboration, problem solving.</p> <p><u>Rehearsal:</u></p> <p>communication, teamwork, co-operation, focus, listening.</p>	<p>Practitioners, non-naturalistic, naturalistic, moral message, audience, abstract, techniques. Frantic Assembly, round by through, clear the space, push hands, spatial awareness, choreography, building blocks. Stanislavski: units, objective, given circumstances, magic if, tempo rhythm. Naturalism: context, subtext, characterisation, believable, connection</p> <p>Breaking the 4th wall, narration, alienation</p>	<p>Reading comprehension</p> <p>Visual literacy</p> <p>Interpreting meaning from a text (when used as a stimulus)</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning, clarifying, structure, content, summarising - Linguistic: vocab - Physical: 	<p>Proxemics</p> <p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Counting beats and rhythms to music to deliver movements.</p>	<p>Formative: verbal feedback to address misconceptions as they arise. AFL through questioning.</p> <p>CCR - green pen in books during written work.</p> <p>Summative: through knowledge check and assessment of performance pieces across the term, to identify strengths in specific performance areas.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Knowledge checks -</p>	<p>Non-naturalistic performances always need to be funny.</p>

			<p>verfremdungseffekt, emotional investment, direct address, placard, multi-roling, symbolism, montage, episodic, linear, freeze frame.</p> <p>Verbatim, testimonial, interview, documentary, rhythm.</p> <p>Surrealism, abstract, representation.</p>	voice & body language		use of google quiz and quick quiz / knowledge checks (longer 20 mark tests) to identify knowledge gaps. Set as HWK or completed in lesson.	
<p>Yr10 Term 3</p> <p>Devising coursework (C2)</p> <p>Devise a performance based on stimuli provided.</p> <p>Experiment with ideas.</p> <p>Explore how to create a performance which has a clear intention / theme and genre.</p> <p>First draft of Section 1 devising log.</p>	<p>To be able to connect prior learning from theatre practitioners, to recognise which styles of theatre best suit their performance and ability.</p> <p>Use stimuli effectively to create a performance.</p> <p>Knowledge of theme, style, genre.</p> <p>Expectations for Component 2 and marking criteria.</p>	<p><u>Performance:</u></p> <p>Facial expression, voice, physicality, mime, pace, pause, gesture, gait, movement, posture, body language, eye contact.</p> <p><u>Team work:</u></p> <p>communication, listening, collaboration, problem solving.</p> <p><u>Rehearsal:</u></p> <p>communication, teamwork, co-operation, focus, listening.</p> <p><u>Written:</u> explanation, self</p>	Genre, theme, dramatic intention, stimuli, devising, practitioner, audience, style.	<p>Reading and comprehension</p> <p>Reading and breaking down news articles / fact sheets</p> <p>Interpreting meaning from a text</p> <p>SPAG</p> <p>Visual literacy</p> <p>Oracy:</p> <ul style="list-style-type: none"> • S&E : listening /responding, 	<p>Proxemics</p> <p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Line graph – X and Y axis – horizontal, vertical, scale</p> <p>Use of graphs to show tension and use of performance skills</p> <p>Counting beats and rhythms to music to deliver</p>	<p>Formative: verbal feedback to address misconceptions as they arise. AFL through questioning.</p> <p>CCR - green pen in books during written work.</p> <p>Summative: knowledge checks and work in progress of the performance. First draft of Section 1 devising log.</p> <p>Peer/Self: feedback and reflection time</p>	When devising a performance you must only use one theatre practitioner's style of theatre, you cannot mix styles.

		reflection, communication of ideas, SPAG.		working with others <ul style="list-style-type: none"> • Cognitive: self regulation, reasoning, clarifying, structure, content • Linguistic: vocab • Physical: voice & body lan 	movements.	each lesson. Knowledge checks - use of google quiz and quick quiz / knowledge checks (longer 20 mark tests) to identify knowledge gaps. Set as HWK or completed in lesson.	
Yr10 Term 4 Devising coursework (C2) Devise a performance based on stimuli provided. Experiment with ideas. Explore how to create a performance which has a clear intention / theme and genre. First draft of Section 2 devising log.	To be able to connect prior learning from theatre practitioners, to recognise which styles of theatre best suit their performance. Use stimuli effectively to create a performance. Knowledge of theme, style, genre. Expectations for component 2 and marking criteria.	<u>Performance:</u> facial expression, voice, physicality, mime, pace, pause, gesture, gait, movement, posture, body language, eye contact. <u>Team work:</u> communication, listening, collaboration, problem solving. <u>Rehearsal:</u> communication, teamwork, co-operation, focus, listening. <u>Written:</u> explanation, description, analysis, self reflection, communication of ideas, SPAG.	Genre, theme, dramatic intention, stimuli, devising, practitioner, audience. Devising log, reflection, structure, analysis, description, audience.	Reading and comprehension Reading and breaking down news articles / fact sheets Interpreting meaning from a text SPAG Oracy: - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning,	Proxemics Use of mathematical language to describe angles of sight on stage, levels and heights. Line graph – X and Y axis – horizontal, vertical, scale Use of graphs to show tension and use of performance skills Counting beats and rhythms to music to deliver movements.	Formative: verbal feedback to address misconceptions as they arise. AFL through questioning. CCR - green pen in books during written work. Summative: knowledge checks, work in progress of performance and draft of Section 2. Peer/Self: feedback and reflection time each lesson. Knowledge checks - use of google quiz and quick quiz / knowledge checks (longer 20 mark tests) to identify knowledge	You must have a written script in order for a devised performance to be successful

				<p>clarifying, structure, content</p> <p>- Linguistic: vocab</p> <p>Physical: voice & body lan</p>		<p>gaps. Set as HWK or completed in lesson.</p>	
<p>Yr10 Term 5</p> <p>Devising coursework & BB revision</p> <p>Devise a performance based on stimuli provided.</p> <p>Perform devised piece of theatre.</p> <p>Prepare for Mock 1.</p> <p>First draft of Section 3 devising log.</p>	<p>To be able to connect prior learning from theatre practitioners, to recognise which styles of theatre best suit their performance.</p> <p>Use stimuli effectively to create a performance.</p> <p>Knowledge of theme, style, genre.</p> <p>Expectations for component 2 and marking criteria.</p> <p>Expectations for component 1 and marking criteria.</p>	<p><u>Team work:</u> communication, listening, collaboration, oracy.</p> <p><u>Written:</u> explanation, description, analysis, evaluation, review, communication of ideas, SPAG.</p>	<p>Context, subtext, direction, stage positioning, physical skills, vocal skills, narrative, act, scene, audience, stage configuration, end on, proscenium arch, stage left, stage right, upstage, downstage.</p>	<p>Reading comprehension</p> <p>Interpreting meaning from a text</p> <p>Oracy:</p> <p>- S&E : listening /responding, working with others</p> <p>- Cognitive: self regulation, reasoning, clarifying, structure, content</p> <p>- Linguistic: vocab</p> <p>Physical: voice & body lan</p>	<p>Proxemics</p> <p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Line graph – X and Y axis – horizontal, vertical, scale</p> <p>Use of graphs to show tension and use of performance skills</p> <p>Counting beats and rhythms to music to deliver movements.</p>	<p>Formative: verbal feedback to address misconceptions as they arise. AFL through questioning.</p> <p>CCR - green pen in books during written work.</p> <p>Summative: performance of final devised piece, marked using GCSE criteria and marking grids.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Knowledge checks - use of google quiz and quick quiz / knowledge checks (longer 20 mark tests) to identify knowledge gaps. Set as HWK or completed in lesson.</p>	<p>To effectively evaluate, you must only describe the actor.</p>

<p>Yr10 Term 6</p> <p>Live theatre review</p> <p>To develop written responses to Blood Brothers exam style questions.</p> <p>To be able to watch a performance and review it, focusing on a range of skills; lighting, characterisation, theme, genre, costume, set.</p> <p>Explore how to write about theatre, using appropriate terminology and description, analysis and evaluation skills.</p> <p>Analyse how an actor uses their performance skills to communicate with an audience.</p>	<p>Historical, cultural and social context of Billy Elliot.</p> <p>Themes, narrative, character.</p> <p>Identify factual info about the play- names of actors, characters, details of recording.</p> <p>Expectations for component 1 and marking criteria.</p>	<p><u>Written</u>: explanation, description, analysis, evaluation, review, communication of ideas, SPAG.</p> <p>Oracy</p>	<p>Context, subtext, direction, stage positioning, physical skills, vocal skills, narrative, act, scene, audience, stage configuration, end on, proscenium arch, stage left, stage right, upstage, downstage.</p>	<p>Reading comprehension</p> <p>Interpreting meaning from a text</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab - Physical: voice & body lan 	<p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Line graph – X and Y axis – horizontal, vertical, scale</p> <p>Use of graphs to show tension and use of performance skills</p>	<p>Formative: verbal feedback to address misconceptions as they arise. AFL through questioning.</p> <p>CCR - green pen in books during written work.</p> <p>Summative: Mock 1</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Knowledge checks - use of google quiz and quick quiz / knowledge checks (longer 20 mark tests) to identify knowledge gaps. Set as HWK or completed in lesson.</p>	<p>You only need to state information in exam questions and not justify.</p>
	<p>Key Knowledge</p>	<p>Key Skills</p>	<p>Key Vocabulary</p>	<p>Reading & Oracy</p>	<p>Numeracy</p>	<p>Assessment</p>	<p>Common Misconceptions</p>
<p>Yr11 Term 1</p> <p>Blood Brothers (C1) / Live Theatre</p> <p>Focus on Act 2 and approach each question in structure, content and key terms.</p> <p>Develop and refine</p>	<p>Historical, cultural and social context of Billy Elliot.</p> <p>Themes, narrative, character.</p> <p>Identify factual info about</p>	<p><u>Written</u>: explanation, description, analysis, evaluation, review, communication of ideas, SPAG.</p>	<p>Context, subtext, direction, stage positioning, physical skills, vocal skills, narrative, act, scene, audience, stage configuration, end on, proscenium arch, stage left, stage right,</p>	<p>Reading comprehension</p> <p>Interpreting meaning from a text</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, 	<p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Line graph – X and Y axis – horizontal, vertical,</p>	<p>Formative: verbal feedback to address misconceptions as they arise. AFL through questioning.</p> <p>Live Theatre Do</p>	<p>Naming a skill is enough for effective analysis</p> <p>Question 6.2, 6.3 and 6.4 are just describing.</p> <p>Timings on questions and structuring. Why do we use PEEL and</p>

<p>written responses to Section B of Component 1.</p> <p>Mock 1 (Yr11)</p>	<p>the play- names of actors, characters, details of recording.</p> <p>Expectations for component 1 and marking criteria.</p>	<p>Oracy</p> <p><u>Performance:</u> facial expression, voice, physicality, mime, pace, pause, gesture, gait, movement, posture, body language, eye contact.</p> <p><u>Team work:</u> communication, listening, collaboration, problem solving.</p> <p><u>Rehearsal:</u> communication, teamwork, co-operation, focus, listening.</p>	<p>upstage, downstage.</p>	<p>working with others</p> <ul style="list-style-type: none"> - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab - Physical: voice & body lan 	<p>scale</p> <p>Use of graphs to show tension and use of performance skills</p>	<p>Nows.</p> <p>CCR - green pen in books during written work.</p> <p>Summative: Mock 1 (Yr11)</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Knowledge checks - use of google quiz and quick quiz / knowledge checks (longer 20 mark tests) to identify knowledge gaps. Set as HWK or completed in lesson.</p>	<p>how is writing as a drama student different to an english student?</p>
<p>Yr11 Term 2</p> <p>Scripted performance (C3)</p> <p>Selection of a suitable play and 2 extracts.</p> <p>Rehearsal and creation of a work in progress performance.</p>	<p>Historical, cultural and social context of their chosen play.</p> <p>Themes, narrative, character.</p> <p>Identify factual info about the play- names of actors, characters, details of recording (if available).</p> <p>Recap knowledge of performance style.</p> <p>Expectations for component</p>	<p><u>Performance:</u> facial expression, voice, physicality, mime, pace, pause, gesture, gait, movement, posture, body language, eye contact.</p> <p><u>Rehearsal:</u> teamwork, problem solving, communication, listening, collaboration, interpretation, focus.</p> <p><u>Spatial:</u> awareness, proxemics, audience relationship and contact.</p> <p><u>Team work:</u></p>	<p>Context, subtext, direction, stage positioning, physical skills, vocal skills, narrative, act, scene, audience, stage configuration, end on, proscenium arch, stage left, stage right, upstage, downstage, style, form, genre, themes, naturalism, epic theatre, physical theatre, period.</p>	<p>Reading comprehension</p> <p>Interpreting meaning from a text</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab - Physical: 	<p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Line graph – X and Y axis – horizontal, vertical, scale</p> <p>Use of graphs to show tension and use of performance skills</p>	<p>Formative: verbal feedback to each group weekly.AFL through questioning. Component 1 Do Nows.</p> <p>Summative: each group to perform a work in progress performance, over the course of a few weeks</p> <p>Peer/Self: feedback and reflection time each lesson.</p>	<p>Selection of text is better when the complexity of the play is harder.</p> <p>Correct application of skills appropriate to the style and form of the piece.</p>

	3 and marking criteria.	communication, listening, collaboration, problem solving.		voice & body lan		Knowledge checks - use of google quiz and quick quiz / knowledge checks (longer 20 mark tests) to identify knowledge gaps. Set as HWK or completed in lesson.	
<p>Yr11 Term 3 Scripted performance (C3)</p> <p>Development and refining of two key extracts from a play.</p> <p>Dress and tech rehearsals.</p> <p>Mock exam preparation- practice questions</p> <p>Mock 2</p>	<p>Historical, cultural and social context of their chosen play.</p> <p>Themes, narrative, character.</p> <p>Identify factual info about the play- names of actors, characters, details of recording (if available).</p> <p>Recap knowledge of performance style.</p> <p>Expectations for component 3 and marking criteria.</p> <p>Themes, narrative, context and character information from Blood Brothers.</p> <p>Historical, cultural and social context of Billy Elliot.</p> <p>Themes, narrative, character.</p>	<p><u>Performance:</u> facial expression, voice, physicality, mime, pace, pause, gesture, gait, movement, posture, body language, eye contact.</p> <p><u>Rehearsal:</u> teamwork, problem solving, communication, listening, collaboration, interpretation, focus.</p> <p><u>Spatial:</u> awareness, proxemics, audience relationship and contact.</p> <p><u>Team work:</u> communication, listening, collaboration, problem solving.</p> <p><u>Written:</u> explanation, description, analysis, evaluation, review, communication of ideas, SPAG.</p> <p>Oracy</p>	<p>Context, subtext, direction, stage positioning, physical skills, vocal skills, narrative, act, scene, audience, stage configuration, end on, proscenium arch, stage left, stage right, upstage, downstage, style, form, genre, themes, naturalism, epic theatre, physical theatre, period.</p>	<p>Reading comprehension</p> <p>Interpreting meaning from a text</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab - Physical: voice & body lan 	<p>Tempo Rhythm and measuring the internal beat of scenes and delivering language following the natural rhythm.</p> <p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Line graph – X and Y axis – horizontal, vertical, scale</p> <p>Use of graphs to show tension and use of performance skills</p> <p>Time keeping for written exam practice.</p>	<p>Formative: verbal feedback to each group weekly.AFL through questioning. Component 1 Do Nows.</p> <p>Summative: each group to perform a work in progress performance, over the course of a few weeks. Mock 2 (Feb). Mock exam practice.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Knowledge checks - use of google quiz and quick quiz / knowledge checks (longer 20 mark tests) to identify knowledge gaps. Set as HWK or completed in lesson.</p>	<p>A good performance is only about remembering lines.</p>

	<p>Identify factual info about the play- names of actors, characters, details of recording.</p> <p>Knowledge of Component 1.</p>						
<p>Yr11 Term 4</p> <p>COMP 3 PERFORMANCE</p> <p>Revision Comp 1</p>	<p>Historical, cultural and social context of their chosen play.</p> <p>Themes, narrative, character.</p> <p>Identify factual info about the play- names of actors, characters, details of recording (if available).</p> <p>Recap knowledge of performance style.</p> <p>Expectations for component 3 and marking criteria.</p> <hr/> <p>Themes, narrative, context and character information from Blood Brothers.</p> <p>Historical, cultural and social context of Billy Elliot.</p> <p>Themes, narrative, character.</p>	<p><u>Performance</u>: facial expression, voice, physicality, mime, pace, pause, gesture, gait, movement, posture, body language, eye contact.</p> <p><u>Rehearsal</u>: teamwork, problem solving, communication, listening, collaboration, interpretation, focus.</p> <p><u>Spatial</u>: awareness, proxemics, audience relationship and contact.</p> <p><u>Team work</u>: communication, listening, collaboration, problem solving.</p> <p><u>Written</u>: explanation, description, analysis, evaluation, review, communication of ideas, SPAG.</p> <p>Oracy</p>	<p>Context, subtext, direction, stage positioning, physical skills, vocal skills, narrative, act, scene, audience, stage configuration, end on, proscenium arch, stage left, stage right, upstage, downstage, style, form, genre, themes, naturalism, epic theatre, physical theatre, period.</p>	<p>Reading comprehension</p> <p>Interpreting meaning from a text</p> <p>Oracy:</p> <ul style="list-style-type: none"> - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab - Physical: voice & body lan 	<p>Tempo Rhythm and measuring the internal beat of scenes and delivering language following the natural rhythm.</p> <p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Line graph – X and Y axis – horizontal, vertical, scale</p> <p>Use of graphs to show tension and use of performance skills</p> <p>Time keeping for written exam practice.</p>	<p>Formative: verbal feedback to each group weekly.AFL through questioning. Component 1 Do Nows.</p> <p>CCR - green pen in books during written work.</p> <p>Summative: Component 3 performance (externally assessed) - marks will be estimated by staff, for use as predictive grades, but NOT shared with students.</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Knowledge checks - use of google quiz and quick quiz / knowledge checks (longer 20 mark tests)</p>	<p>Effective analysis and evaluation requires minimal adjectives and explanation.</p>

	<p>Identify factual info about the play- names of actors, characters, details of recording.</p> <p>Knowledge of Component 1.</p>					<p>to identify knowledge gaps. Set as HWK or completed in lesson.</p>	
<p>Yr11 Term 5 Revision Comp 1</p>	<p>Historical, cultural and social context of Billy Elliot.</p> <p>Themes, narrative, character.</p> <p>Identify factual info about the play- names of actors, characters, details of recording.</p> <p>Themes, narrative, context and character information from Blood Brothers.</p> <p>Expectations for component 1 and marking criteria.</p>	<p><u>Written</u>: explanation, description, analysis, evaluation, review, communication of ideas, SPAG.</p> <p>Oracy</p>	<p>Context, subtext, direction, stage positioning, physical skills, vocal skills, narrative, act, scene, audience, stage configuration, end on, proscenium arch, stage left, stage right, upstage, downstage, style, form, genre.</p>	<p>Reading comprehension Interpreting meaning from a text</p> <p>Examine question breakdowns, understanding and key terms in question and terminology</p> <p>Oracy: - S&E : listening /responding, working with others - Cognitive: self regulation, reasoning, clarifying, structure, content - Linguistic: vocab - Physical: voice & body lan</p>	<p>Use of mathematical language to describe angles of sight on stage, levels and heights.</p> <p>Line graph – X and Y axis – horizontal, vertical, scale</p> <p>Use of graphs to show tension and use of performance skills</p> <p>Time keeping for written exam practice.</p>	<p>Formative: Verbal feedback to students..AFL through questioning.</p> <p>CCR - green pen in books during written work.</p> <p>Summative: practice questions, which can be formally marked throughout the revision period and targeting students areas for developments (e.g. need to improve Q6.4)</p> <p>Peer/Self: feedback and reflection time each lesson.</p> <p>Knowledge checks - use of google quiz and quick quiz / knowledge checks (longer 20 mark tests) to identify knowledge gaps. Set as HWK or</p>	<p>Misconceptions addressed live in the lesson and identified based on students' areas for development at this stage.</p>

						completed in lesson.	
--	--	--	--	--	--	----------------------	--