

Intent	Implementation	Impact
<p>The aim of KS4 the curriculum is designed to allow students to develop both their analytical skills and their Dance/chorographical skills. Each style of dance is taught so that the key skills and techniques are learned. Students will then learn how to implement them into choreographing a piece of performance along with the technical skills they will implement. A greater focus is put upon analytical skills and different types of Dance styles and techniques in this year. There is one unit 'Ensemble performance' that accompanies the performance external unit which is done in Yr 11.</p> <p>Year 11 has been designed to allow the students time to work on their performance skills before they embark on their final performance in the spring term.</p>	<p>In the first year of this Vocational course, we focus key practitioners within the hip Hop and contemporary styles of Dance with a significant emphasis on techniques as some dancers may not all be at the same level as others. We also run a mock external so they are used to the process. After this we move onto looking at the Ensemble Dance unit. The students take part in workshops of a particular style and devise a group number. After their performance they then evaluate their performance. We will be studying Hip Hop Dance from the Musical 'Hamilton'.</p> <p>In the second year of the course, they will be focusing on persecution and mental health. They will be exploring all the different pieces of theatrical art from plays to poetry that contribute to this genre and using these as stimulus for their own performances. They will undertake their external assessment where they will have to put together their own performance including lighting, health and safety and organising rehearsals.</p>	<p>Students use assessment sheets and worksheets to record their classwork. Students receive detailed individualised feedback from teachers. Lessons are delivered such that intervention can take place every lesson ensuring no student is left behind. Students' complete assessments each half term and assess their progress post assessment. Students' knowledge gaps are identified, and relevant intervention is put in place.</p> <p>Lessons are designed so that they address the technical skills through exploring different types of theatre.</p> <p>Students gradually work through the coursework throughout the 2-year course with each module focusing on three phases. The foundations and planning, performance and written essays and evaluation. This course is all coursework based so they won't have to pass an exam, each module is passed or failed individually. In year 11 they will do their external assessment where they will have to perform in front of an audience and write up the feedback from it. This will be assessed externally by the exam board.</p>

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 11	<p>Persecution SOW/Devising</p> <p>What is persecution, depict it in 3 x still images</p> <p>Revisit 8 explorative strategies and discuss how they can be used creatively to enhance a performance</p> <p>Give four varied stimuli to work from</p> <p>Auditory exercise</p> <p>Add visual elements (use laminated element/medium sheets)</p> <p>Peer assessment</p> <p>Read poem 'Strange fruit' by Abel Meerpol</p> <p>Create a performance</p> <p>Share image of Rubin Stacy lynched in Fort Lauderdale in 1935</p> <p>Create character profiles</p> <p>Role on the wall</p>	<p>Mental Health SOW/Devising</p> <p>Stigma & Society</p> <p>Disorders</p> <p>Nature of madness</p> <p>Victorian Institution</p> <p>The scream</p> <p>Care in the community</p> <p>Psychosis 4.48</p> <p>Use various types of stimulus including pictures and music to explore mental health.</p> <p>Develop and abstract sequence.</p> <p>Use backing tracks</p>	<p>External Brief released</p> <p>Invite you to perform students to perform in front. Appropriately showcases skills as an actor <u>or</u> a dancer</p> <ul style="list-style-type: none"> Fits with our theme of '??????' Is between 2 – 6 minutes in duration for dance performances Is between 4 – 10 minutes in duration for acting performances <p>Students may perform with others for the whole performance duration</p> <p>Task 1 – Planning for your live performance</p> <p>What to do? The first task is all about how you will plan for your live performance for the event. Remember that the title of the event is 'Changes' and your performance must fit with this title.</p> <p>How long to spend on it? It is recommended that you spend around 7 hours on Task 1.</p>	<p>External brief continued...</p> <p>1.2 Proposal of innovative ideas for the performance</p> <p>You need to propose innovative ideas for the performance that incorporate ideas from your chosen pathway (dance or acting). These could include, but are not limited to:</p> <ul style="list-style-type: none"> How will you use your chosen pathway (dance or acting) to convey the title of 'Changes'? What is your chosen music/scene selection and how do they relate to the title 'Changes.' How will you collaborate/interact with other performers during the performance? How will specific props/costume/scenery add to your performance? Make sure you give examples and reasons for your chosen ideas and how they will fit the brief. <p>1.3 Production plan</p>	<p>Performing Text 'Mop up'</p> <p>Describe the context of the text</p> <p>Describe the writers use of language and identify the demands it puts on the performer.</p> <p>Describe how the author communicates role and character through language</p> <p>Describe techniques for lifting text off the page in order to convey the role/character</p> <p>Performance- performances must be filmed as evidence, students must evaluate the clips.</p> <p>Review and evaluate performance</p> <p>Write up log book/rehearsal diary</p> <p>Compare and contrast the modern and classic text, what are the similarities and differences ?</p>	<p>Performing Text 'Mop up'</p> <p>Describe the context of the text</p> <p>Describe the writers use of language and identify the demands it puts on the performer.</p> <p>Describe how the author communicates role and character through language</p> <p>Describe techniques for lifting text off the page in order to convey the role/character</p> <p>Performance- performances must be filmed as evidence, students must evaluate the clips.</p> <p>Review and evaluate performance</p> <p>Write up log book/rehearsal diary</p> <p>Compare and contrast the modern and classic text, what are the similarities and differences ?</p>

			<p>In this time, you need to produce:</p> <p>1.1 Description of personal aims You need to produce a statement of your personal aims for the project, considering what you want to achieve with your live performance to an audience.</p> <p>Your statement must provide a clear, comprehensive and insightful description of personal aims in relation to the live performance:</p> <ul style="list-style-type: none"> • One aim for the technical aspects of your performance e.g. vocal technique, dance technique. • One aim linked to the brief (how will your chosen performance fit with the title 'Changes.') • One aim for how the performance will look (think about your characterisation/stage persona) <p>You must also include rigorous consideration of:</p> <ul style="list-style-type: none"> • Own image - Your ability to convey/communicate the chosen piece (this may include personality, energy, confidence, commitment, your casting bracket, specialist skills, your understanding of the subject matter etc) • Repertoire – For example, the music tracks that will be danced to, the choreography, script, the scene of play being performed. How does the chosen repertoire relate to the title 'Changes'? • Audience expectation – What reaction do you want to get from the audience? What do you think they will be expecting? 	<p>You must create a comprehensive production plan for the performance that meets the needs of the brief and considers the following:</p> <ul style="list-style-type: none"> • An assessment of the venue to be performed in, including the venue size. • Personal equipment needs (for example, costume/props/scenery.) What do you need for your performance? When does it need to be sourced and where from? • Your rehearsal plan – When and where will you rehearse? How will you structure your rehearsals? Who will attend the rehearsals? Will you have a dress rehearsal? Will you have a tech rehearsal? • The target audience – What type of audience is your performance targeting? What size audience are you expecting? <p>1.4 Analysis of Health and Safety You must analyse the health and safety implication of the live performance. This could include electrical safety, noise and manual handling issues. You should analyse:</p> <ul style="list-style-type: none"> • What could go wrong or present danger during a live performance. • What measures can you put in place to stop these from occurring during your performance. <p>You can present your planning as an essay, interview, audio visual presentation, blog or vlog.</p>		
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	Assessment opportunities: Devise and direct a performance based on stimuli	Assessment opportunities: Devise and direct a performance based on stimuli	Assessment opportunities: External assessed task	Assessment opportunities: Externally assessed task		
Year 10	<p>Introduction to Theatre practitioners</p> <p>Antonin Artaud</p> <p>Theatre of Cruelty</p> <p>Bertolt Brecht</p> <p>Epic Theatre</p> <p>Stanislavski-</p> <p>Naturalism/realism/method acting</p> <p>Stephen Berkoff</p>	<p>9/11</p> <p>Watch 9/11 Nicholas cage</p> <p>Respond to song lyrics</p> <p>'Beautiful city' from Godspell</p> <p>Faith, Build, Hope</p> <p>Consider American people</p> <p>George Bush speech</p> <p>American Flag</p> <p>Writing and performing</p> <p>Monologues</p> <p>Use poetry as a stimulus 'Out of the Blue' by Simon Armitage</p> <p>Twin Towers photo stimulus</p>	<p>Blood Brothers</p> <p>Blood Brothers education pack</p> <p>Read and analyse text</p> <p>Watch theatre clips</p> <p>Who is Willy Russell/author intentions p.13</p> <p>Key Themes of text</p> <p>Historical, cultural and social contexts</p> <p>Analyse characters and motives</p> <p>Role of the narrator</p> <p>Contrast between Mickey & Eddie</p> <p>Kidsgames</p> <p>I wish I was our Sammy</p> <p>Nature V Nurture</p>	<p>Performing Text 'Blood Brothers'</p> <p>Describe the context of the text</p> <p>Describe the writers use of language and identify the demands it puts on the performer.</p> <p>Describe how the author communicates role and character through language</p>	<p>Macbeth</p> <p>Read and analyse text</p> <p>Watch film</p> <p>Who is Macbeth</p> <p>Authors style and intentions</p> <p>Key themes of text</p> <p>Analyse characters and motives</p> <p>Focus on :</p> <p>Banquet scene</p> <p>Macbeth monologue</p> <p>Lady macbeth monologue</p> <p>Witches scene</p> <p>Perform and film above scenes</p>	<p>Performing Text 'Macbeth'</p> <p>Describe the context of the text</p> <p>Describe the writers use of language and identify the demands it puts on the performer.</p> <p>Describe how the author communicates role and character through language</p>

	Physical Theatre		Perform and film above scenes Students must keep a log book /rehearsal diary of practical lessons	Describe techniques for lifting text off the page in order to convey the role/character Performance- performances must be filmed as evidence, students must evaluate the clips. Review and evaluate performance Write up log book/rehearsal diary		Describe techniques for lifting text off the page in order to convey the role/character Performance- performances must be filmed as evidence, students must evaluate the clips. Review and evaluate performance Write up log book/rehearsal diary Compare and contrast the modern and classic text, what are the similarities and differences ?
	<p>SKILLS</p> <p>Mime Gesture Physical theatre Dance/movement sequences Make audience feel uncomfortable</p> <p>Break down the fourth wall Use of a narrator Use of songs/music Placards Still image Prop/costume rail</p> <p>Action Imagination Relaxation Emotion memory</p> <p>Exaggerated facial expression and vocal work</p>	<p>SKILLS</p> <p>Role play Cross cut Mark the moment Interview/hotseat Thought track Writing in role Creating atmosphere Building tension Stylised performance</p>	<p>SKILLS</p> <p>Still image Thought tracking Hotseating Improvisation Musical Theatre Characterisation Narration Role play Learning lines Lifting text from page to stage Understanding and interpreting stage directions Communicating to an audience Using basic sound and lighting to enhance a performance Performing monologue & duologues</p>	<p>SKILLS</p> <p>Performing Monologue Duologue Group work Directing Staging Lighting Sound Self and peer assessment Voice projection Staying in role Characterisation Writing Analysing evaluating</p>	<p>SKILLS</p> <p>Still image Thought tracking Hotseating Improvisation Musical Theatre Characterisation Narration Role play Learning lines Lifting text from page to stage Understanding and interpreting stage directions Communicating to an audience Using basic sound and lighting to enhance a performance Performing monologue & duologues</p>	<p>SKILLS :</p> <p>Performing Monologue Duologue Group work Directing Staging Lighting Sound Self and peer assessment Voice projection Staying in role Characterisation Writing Analysing evaluating</p>
	<p>Assessment opportunities:</p> <p><i>Devise, direct and Create performance in style of practitioner</i></p>	<p>Assessment opportunities:</p> <p>Create a stylised performance influenced by one or more of the theatre practitioners</p>	<p>Assessment opportunities:</p> <p>Perform key scenes from Blood Brothers</p>	<p>Assessment opportunities:</p>	<p>Assessment opportunities:</p> <p>Internally assessed</p>	<p>Assessment opportunities:</p> <p>Internally assessed</p>
Year 9	<p>BACK TO BASICS</p> <p>Recapping all skills covered in KS3 so far applying them more skilfully to more effective performances.</p> <p>Exploring ensemble theatre, split scenes, thought tracking and semiotics.</p>		<p>SOCIAL MEDIA</p> <p>Exploring the benefits and dangers of using social media and how that affects young people. We also look at how people hide behind social media to become bullies using terms such as 'keyboard warrior'. Stimulus such as poems written about social media and it's affects are used as a starting point for student's performances. We</p>		<p>PAGE TO STAGE – DNA by Dennis Kelly.</p> <p>The exploration of interpreting dialogue to find meaning in the text such as 'tension'. Analysing the characters within the play and what role they have within it. Building on foundations by going over the use of still images, levels, proxemics and thought</p>	

	Improving skills they have worked on before to create a more solid foundation in preparation for KS4.		explore techniques such as improvisation, using a conscience alley and creating a montage with still images.		tracking. Looking at performing a script in different ways in order to change the intention and the audiences reaction to the scene.	
	<p>KEY SKILLS</p> <ul style="list-style-type: none"> Working collaboratively to successfully stage an ensemble performance. Using thought tracking to create an abstract performance. Verbalising conscience in and abstract performance. Using canon, unison, crescendo, diminuendo and thought tracking to create a successful performance. Using a split scene to create depth in your performance. Using semiotics to give your performance meaning. 		<p>KEY SKILLS</p> <ul style="list-style-type: none"> Thought tracking Creating a piece of theatre within a group using a stimulus such as a poem as a starting point. Improvising within a group when given a stimulus to work with. Creating and performing a soundscape to accompany a group performance. Creating a group performance about the stresses of social media on young people. Assessing their own performance using the success criteria as well as peer assessing others. 		<p>KEY SKILLS</p> <ul style="list-style-type: none"> Reading confidently in front of the class. Thought tracking. The use of still images. Performing a script in different ways in order to change the intention and the audiences reaction to the scene. Hot seating. Improvisation Creating a group or solo performance using the techniques learned this term. Assessing your own performance using the success criteria as well as peer assessing others. 	
	Assessment opportunities: Assessment of performances throughout the unit plus a summative assessment of the final performance.	Assessment opportunities:	Assessment opportunities: End of unit assessment	Assessment opportunities:	Assessment opportunities: End of unit Assessment.	Assessment opportunities:
Year 8	<p>SILENT MOVIES</p> <p>Exploring and understanding what makes something funny and how comedy, particularly physical comedy is created. We explore why slow-motion can be effective in comedy and how stock characters such as a 'Hero' or 'Villain' can be portrayed through body language rather than speech.</p>		<p>STAGE CONFIGURATIONS</p> <p>Exploring what is meant by stage configuration and look at understanding the key skills needed to perform 'in the round', 'traverse' and in 'promenade'. We look at how actors perform in different types of stage configurations and how that affects the organisation of a performance.</p>		<p>PAGE TO STAGE – HARRY POTTER AND THE CURSED CHILD</p> <p>Exploring scenes from 'Harry Potter and the cursed child' and researching to help inform the creation and planning of a drama in a perceptive and insightful way. Using their understanding of proxemics to inform their creative decisions and ideas. Making creative decisions based upon the artistic and aesthetic</p>	

Year 7					value they have and being able to listen to others on stage and engage fully with what is going on.	
	<p>KEY SKILLS</p> <ul style="list-style-type: none"> Communicating what is meant by slow-motion?. Using body language, facial expressions and body movement to portray stock characters. Devising and performing a silent movie using all of the techniques learned in this unit. Applying a wide range of performance skills successfully to portray convincing and believable characters and artistic intentions. 		<p>Key Skills</p> <ul style="list-style-type: none"> Evaluating their own performance in order to improve subsequent performances. Using their knowledge and understanding of the different stage configurations to create my own assessed performance. 		<p>Key Skills</p> <ul style="list-style-type: none"> Making mature and considered suggestions when create and improving upon their own practical work. Confidently developing a piece of Drama by carefully considering what the intentions of the performance are for example to entertain, to educate, to inform. Confidently performing a range of Drama techniques with full control, focus and intensity. Confidently and creatively changing their voice to suit a range of characters and scenarios. Embody the role that they are playing. Make facial expressions, body language and reactions that are truthful and believable. Improvising with some confidence if something goes wrong. Confidently demonstrating a range of different emotions and attitudes with their body. 	
	<p>Assessment opportunities:</p> <p>Ongoing End of Unit assessment : October</p>	<p>Assessment opportunities:</p>	<p>Assessment opportunities:</p> <p>End of Unit assessment : Feb</p>	<p>Assessment opportunities:</p> <p>End of Unit assessment: April</p>	<p>Assessment opportunities:</p> <p>End of Unit assessment:</p>	<p>Assessment opportunities:</p> <p>End of Year assessment W/c</p>
<p>ALICE IN WONDERLAND</p> <p>An Introduction to Drama, performance and Drama forms.</p>		<p>GENRES</p> <p>We explore the term 'genre' and its meaning within Drama. We look st</p>		<p>PAGE TO STAGE – ARABIAN NIGHTS</p> <p>We explore how to make make a positive contribution to group</p>		

	<p>We explore the understanding of physical theatre by demonstrating controlled movement exercises. We explore what a non-naturalistic performance is and use animalistic acting to create an abstract performance.</p>		<p>different types of genres of drama and the key characteristics of each one. We explore the 'Wild West', adverts and the 'Horror' genres and look for the students to be able to identify the key features in each of them. They will use this knowledge to perform a devised piece of theatre in the style of one of these genres.</p>		<p>work by contributing and developing ideas for performance to convey meaning. We recap the 3 C's in drama and learn how to develop trust with my peers and teacher. We also explore the style of physical theatre and perform it within a script. We use terms unison and Cannon and demonstrate them in performance. We develop analytical skills by making thoughtful comments using dramatic terminology.</p>	
	<p>Key Skills</p> <ul style="list-style-type: none"> • Developing skills in body awareness and controlled movement. • Communicating a story without the use of words. • Performing with a group using choral movement. • Devising a piece of non-naturalistic theatre using physical theatre and choral movement. 		<p>Key skills</p> <ul style="list-style-type: none"> • Devising and performing their own horror script using the key characteristics of the genre. • Staying in character throughout their performance. • Displaying clear characterisation through the use of movement, body language, gesture and facial expressions. • Displaying clear characterisation through the use of voice. 		<p>Key skills</p> <ul style="list-style-type: none"> • Applying performance skills effectively to portray a range of characters. • Experimenting with using their body language to show change in character • Changing their voice to show character and emotion. • Using their stage space well. • Using physical theatre and performing it within a script • Giving feedback on a range of different performances in a positive and thoughtful way • Using the feedback they're given to improve their performance and personal skills. 	
	<p>Assessment opportunities: End of Unit assessment: October</p>	<p>Assessment</p>	<p>Assessment opportunities: End of Unit assessment: On going until Easter</p>	<p>Assessment opportunities: End of Unit assessment:</p>	<p>Assessment opportunities: End of Unit assessment July</p>	<p>Assessment opportunities: End of Year Assessment</p>