

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Blood Brothers & Skills	The Red Shoes	Horror	West Side Story	Evacuees	Prospero's Island
	<u>Scripted Knowledge and skills introduced</u> <ul style="list-style-type: none"> Performance techniques: <ul style="list-style-type: none"> Freeze Frame Thought Tracking Status/Levels Performance skills/Characterisation: <ul style="list-style-type: none"> Body Language Facial Expression Tone Accent Working from a script and learning lines Preparing for performance Evaluating peers and self 	<u>Devised Knowledge and skills introduced</u> <ul style="list-style-type: none"> Performance techniques <ul style="list-style-type: none"> Transitions Rehearsal techniques <ul style="list-style-type: none"> Conscience Alley Hot Seating Performance skills/Characterisation: <ul style="list-style-type: none"> Pitch Posture Audience awareness Improvisation Discrimination Working from a Stimulus 	<u>Scripted Knowledge and skills introduced</u> <ul style="list-style-type: none"> Performance techniques <ul style="list-style-type: none"> Choral movement Theatrical examples of Horror including Shakespeare Using performance techniques to bring a script to life Atmosphere 	<u>Devised Knowledge and skills introduced</u> <ul style="list-style-type: none"> Performance technique: <ul style="list-style-type: none"> Narration Performance skill: <ul style="list-style-type: none"> Gesture Stage space 	<u>Devised Knowledge and skills introduced</u> <ul style="list-style-type: none"> Performance techniques: <ul style="list-style-type: none"> Whole class drama Performance skills: <ul style="list-style-type: none"> Gait Volume Eye Contact Proxemics Historical Knowledge of evacuation Persuasive language Using silence to build tension Devising from a historical event stimulus 	<u>Devised/Evaluation Knowledge and skills introduced</u> <ul style="list-style-type: none"> Performance techniques: <ul style="list-style-type: none"> Physical theatre Sound scape Monologue Shakespearean language
	Scripted performance assessment - students perform in pairs but are marked as individuals using KS3 assessment framework.	Devised assessment -students perform in groups but are marked as individuals using KS3 assessment framework.	Scripted performance assessment - students perform in groups but are marked as individuals using KS3 assessment framework.	Devised assessment -students perform in groups but are marked as individuals using KS3 assessment framework.	Devised performance assessment - students perform in groups but are marked as individuals using KS3 assessment framework.	Written evaluation assessment - students perform a devised piece and write an evaluation marked using the KS3 assessment framework.
	Home Learning – <ul style="list-style-type: none"> Research – acknowledged In role writing – teacher assessed Knowledge Quiz – digitally marked online. 	Home Learning – <ul style="list-style-type: none"> Research – acknowledged In role writing – teacher assessed Knowledge Quiz – digitally marked online. 	Home Learning – <ul style="list-style-type: none"> Research – acknowledged In role writing – teacher assessed Knowledge Quiz – digitally marked online. 	Home Learning – <ul style="list-style-type: none"> Research – acknowledged In role writing – teacher assessed Knowledge Quiz – digitally marked online. 	Home Learning – <ul style="list-style-type: none"> Research – acknowledged In role writing – teacher assessed Knowledge Quiz – digitally marked online. 	Home Learning – <ul style="list-style-type: none"> Research – acknowledged In role writing – teacher assessed Knowledge Quiz – digitally marked online.

8	Teachers	Too Much Punch For Judy	Johnnie and Temba	Holidays	Civil Rights	Accident at the Fairground
	<u>Scripted Knowledge and skills</u> <ul style="list-style-type: none"> Political context of education system in the 80s Split scene Role Play Contrast Characterisation 	<u>Devised Knowledge and skills</u> <ul style="list-style-type: none"> Characterisation Performance techniques Devising from a stimulus Verbatim Theatre 	<u>Devised / scripted Knowledge and skills</u> <ul style="list-style-type: none"> Historical knowledge of Apartheid Narration Slow motion mime Marking the moment Conscience ally Climax 	<u>Devised Knowledge and skills</u> <ul style="list-style-type: none"> Freeze Frame Documentary drama Environmental impacts of tourism Split scene Script writing Rehearsal technique: <ul style="list-style-type: none"> Role on the wall 	<u>Devised Knowledge and skills</u> <ul style="list-style-type: none"> Slow motion Marking the moment Thought tracking Split scene Physical theatre Devising skills Characterisation 	<u>Devised Knowledge and skills</u> <ul style="list-style-type: none"> Freeze Frame Documentary drama Environmental impacts of tourism Cross cutting Whole class drama

	Scripted performance assessment - students perform in pairs but are marked as individuals using KS3 assessment framework. Week commencing: 16 th October 2023	Scripted performance assessment - students perform in groups but are marked as individuals using KS3 assessment framework. Week commencing: 11 th December 2023	Devised performance assessment - students perform in groups but are marked as individuals using KS3 assessment framework. Week commencing: 12 th February 2024	Scripted performance assessment - students perform in groups but are marked as individuals using KS3 assessment framework. Week commencing: 25 th March 2024	Devised performance assessment - students perform in groups but are marked as individuals using KS3 assessment framework. Week commencing: 20 th May 2024	Scripted performance assessment - students perform in groups but are marked as individuals using KS3 assessment framework. Week commencing: 15 th July 2024
	Home Learning 1 – Research – acknowledged	Home Learning 1 – Research – acknowledged	Home Learning 1 – Research – acknowledged	Home Learning 1 – Research – acknowledged	Home Learning 1 – Research – acknowledged	Home Learning 1 – Research – acknowledged
	Home Learning 2 – In role writing – teacher assessed	Home Learning 2 – In role writing – teacher assessed	Home Learning 2 – In role writing – teacher assessed	Home Learning 2 – In role writing – teacher assessed	Home Learning 2 – In role writing – teacher assessed	Home Learning 2 – In role writing – teacher assessed
	Home Learning 3 – Knowledge Quiz – digitally marked online.	Home Learning 3 – Knowledge Quiz – digitally marked online.	Home Learning 3 – Knowledge Quiz – digitally marked online.	Home Learning 3 – Knowledge Quiz – digitally marked online.	Home Learning 3 – Knowledge Quiz – digitally marked online.	Home Learning 3 – Knowledge Quiz – digitally marked online.

	Gender	Devising original theatre	Blackout	I Don't Like Mondays	Duologue	Live Theatre
9	<i>Exploration and Scripted</i> <u>Knowledge and skills</u> <ul style="list-style-type: none"> Characterisation Stereotypes Learning lines Developing scripted performance Abstract techniques <i>Inclusion of questions on equality</i>	Component 1 MOCK - Devising from a Stimulus project <i>Devised</i> <u>Knowledge and skills</u> <ul style="list-style-type: none"> Developing original theatre Working with a stimulus Collaboration Target audience Research to inform performance 	<i>Scripted</i> <u>Knowledge and skills</u> <ul style="list-style-type: none"> Discipline of ensemble work Stylised movement Learning lines Abstract techniques Researching context 	<i>Devised / Technical</i> <u>Knowledge and skills</u> <ul style="list-style-type: none"> Collaboration Non-verbal communication Role play Still image Cross Cutting Hot Seating Using a stimulus Developing technical knowledge 	<i>Scripted / Component 2 mock</i> <u>Knowledge and skills</u> <ul style="list-style-type: none"> Working in a pair Learning lines Characterisation Design aspects 	<i>Live Review</i> <u>Knowledge and skills</u> <ul style="list-style-type: none"> Analysing live theatre Technical language Developing judgement and opinions Evaluating
	Home Learning 1 Reflection on the lesson	Home Learning 1 <i>Lesson 1 written review in booklet.</i>	Home Learning 1 <i>Learn lines for performance</i>	Home Learning 1 <i>Lesson 2 Lighting task</i>	Home Learning 1 <i>Independent rehearsal</i>	Home Learning 1 <i>Write up key moments.</i>
	Home Learning 2 Reflection on the lesson	Home Learning 2 <i>Find five facts about what happened in the Manchester bombings in 2017.</i>	Home Learning 2 Independent rehearsal	Home Learning 2 <i>Lesson 4 monologue write up</i>	Home Learning 2 <i>Independent rehearsal</i>	Home Learning 2 <i>6 marker question</i>
	Home Learning 3 Reflection on the lesson	Home Learning 3 <i>Lesson 5 written review in booklet.</i>	Home Learning 3 <i>Bring in all blacks</i>	Home Learning 3 <i>Lesson 6 Brenda costume design</i>	Home Learning 3 <i>Independent rehearsal</i>	Home Learning 3 <i>Live review notes</i>
	Home Learning 4 Independent rehearsal	Home Learning 4 <i>Lesson 9 written review in booklet.</i>		Home Learning 4 <i>Lesson 8 set design</i>	Home Learning 4 <i>Independent rehearsal</i>	
	Home Learning 5 Independent rehearsal	Home Learning 5 & 6 <i>Lesson 12 written review in booklet. Questionnaire for audience</i>				
	HL will be marked once in the half term. Students will receive teacher feedback for interim performance and then a final performance.	HL will be marked once in the half term. Students will receive teacher feedback for interim performance and then a final performance.	Whole class will receive teacher feedback for ensemble performance. C3 HL questions to be marked formally by teacher	HL will be marked once in the half term. Students will receive teacher feedback for final performance.	Final scripted performance to be marked in line with C2 assessment criteria.	Research to be acknowledged. C3 HL questions to be marked formally by teacher