

Curriculum Sequencing Grid: *Creative Arts*

Year 7	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Introduction to Drama – Musical Theatre – Blood Brothers by Willy Russell	Reinterpreting Naturalism - Splendid Productions – Macbeth by Shakespeare	Verbatim – Missing Dan Nolan – Mark Wheeler
Key Retainable Knowledge (Required for Y11/13) ✚ What... How.... Why....	<ul style="list-style-type: none"> Physical Skills Vocal Skills Understanding Text Performing from script Understanding character Exploring themes Evaluating theatre Self-reflection and assessment Devising theatre Performing from script Costume 	<ul style="list-style-type: none"> Physical Skills Vocal Skills Understanding Text Performing from script Understanding character Exploring themes Evaluating theatre Self-reflection and assessment Devising theatre Lighting Reinterpretation of classic 	<ul style="list-style-type: none"> Physical Skills Vocal Skills Understanding Text Performing from script Understanding character Exploring themes Evaluating theatre Self-reflection and assessment Devising theatre Directing theatre
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> Still image Role on the wall Hot seating Physical skills Vocal skills Melodrama Characterisation Given circumstances Artistic intention Character motivation 	<ul style="list-style-type: none"> Multi role Gestus Montage Placard Narration Song Exaggerated characters Tickle and slap Ensemble Physical skills Vocal skills 	<ul style="list-style-type: none"> Narration Using facts and statistics Flashback/forward Multirole Monologue Direct address Physical skills Vocal skills
Opportunities for Reading	<ul style="list-style-type: none"> Blood Brothers extracts GCSE Bitesize – Blood Brothers 	<ul style="list-style-type: none"> Splendid and Shakespeare’s Macbeth GCSE Bitesize - Macbeth 	<ul style="list-style-type: none"> Missing Dan Nolan extracts Case articles

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<p>Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<ul style="list-style-type: none"> • Exploring key themes e.g. class and status • Developing key communication skills • Creative skills developed • Social and historical cultural context explored • Self/peer evaluation 	<ul style="list-style-type: none"> • Exploring key themes e.g. power • Communicating text to a modern audience • Social, historical, cultural context explored • Self/peer evaluation 	<ul style="list-style-type: none"> • Exploring key themes e.g. consequences • Looking at cultural expectations and social norms “stay safe, stay together” • Self/peer evaluation
<p>Cross Curricular Links (Authentic Connections)</p>	<ul style="list-style-type: none"> ○ English – reading play by same author – Willy Russell 	<ul style="list-style-type: none"> ○ English – study play 	<ul style="list-style-type: none"> •
<p>Key Assessment</p>	<p>written assessments (AO1 and AO3) cripted (AO1 and AO2)</p>	<p>written assessments (AO1 and AO3) cripted (AO1 and AO2)</p>	<p>written assessments (AO1 and AO3) cripted (AO1 and AO2)</p>

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Year 8	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Contemporary Dance – Hansel and Gretel - Kneehigh	Physical Theatre – Blackout – Davey Anderson	Comedy – Teechers by John Godber
Key Retainable Knowledge (Required for Y11/13) What... How.... Why....	<ul style="list-style-type: none"> Physical Skills Vocal Skills Understanding Text Performing from script Understanding character Exploring themes Evaluating theatre Self-reflection and assessment Devising theatre Motif development Developing dance skills Developing gesture work Using props 	<ul style="list-style-type: none"> Physical Skills Vocal Skills Understanding Text Performing from script Understanding character Exploring themes Evaluating theatre Self-reflection and assessment Devising theatre Ensemble work Lifts Directing others 	<ul style="list-style-type: none"> Physical Skills Vocal Skills Understanding Text Performing from script Understanding character Exploring themes Evaluating theatre Self-reflection and assessment Devising theatre Comic timing Exaggerated characters Stereotypes Multirole Using music to create atmosphere
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> Pedestrian movement Motif Fluidity Canon Unison Formations Travelling sequences Augmentation Fragmentation Retrograde Repertoire 	<ul style="list-style-type: none"> physical skills Vocal skills Proxemics Formations Space Lifts Ensemble Round-by-through Chair duets Physicalizing emotional states Unison 	<ul style="list-style-type: none"> Energy Exaggeration Comic timing Proxemics Props Characterisation Multi role Vocal skills Physical skills Accents

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	<ul style="list-style-type: none"> • Artistic intention • Backstory • Physical skills 	<ul style="list-style-type: none"> • Choral speech • Monologue • Split staging • Magic if 	<ul style="list-style-type: none"> • status
Opportunities for Reading	<ul style="list-style-type: none"> • Hansel and Gretel Extracts • Researching various versions of Hansel and Gretel 	<ul style="list-style-type: none"> • Blackout script extracts 	<ul style="list-style-type: none"> • Teachers extracts
Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> • Akram Khan – cultural contexts • Exploring key themes – e.g. neglect • Developing communication skills • Creative skills developed • Self/peer evaluation 	<ul style="list-style-type: none"> • Debating skills • Exploring key themes – e.g. domestic violence • Group work – focus on ensemble • Self/peer evaluation 	<ul style="list-style-type: none"> • Exploring key themes – e.g. aspirations • Developing group work • Directing • Self/peer evaluation
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Key Assessment	<ul style="list-style-type: none"> ○ Documenting approaches – milestone written assessments (AO1 and AO3) ○ Evaluating theatre (AO4) ○ Practical performance – devised and scripted (AO1 and AO2) 	<ul style="list-style-type: none"> ○ Documenting approaches – milestone written assessments (AO1 and AO3) ○ Evaluating theatre (AO4) ○ Practical performance – devised and scripted (AO1 and AO2) 	<ul style="list-style-type: none"> ○ Documenting approaches – milestone written assessments (AO1 and AO3) ○ Evaluating theatre (AO4) ○ Practical performance – devised and scripted (AO1 and AO2)

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Year 7	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Intro to the basics of music	Programme Music	Performing from notation
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> What... How.... Why.... 	<ul style="list-style-type: none"> How to prepare & effectively perform? What are the elements of music and start developing the ability to identify them in music? How to represent music through images/graphics. 	<ul style="list-style-type: none"> How to prepare & effectively perform? How to identify the elements of music? How to read basic stave notation? Composing music to match a brief/specific mood. Evaluating music. 	<ul style="list-style-type: none"> How to prepare & effectively perform? How to effectively perform? Learning to read stave notation. Evaluating music.
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> Elements of Music (Tempo, Pitch, Texture, Timbre, Duration, Dynamics, Silence) Graphic scores Song Structure (Chorus Verse) Rhythm Pulse Polyrhythm Basic notation (Semibreve, Minim, Crotchet, Quaver) 	<ul style="list-style-type: none"> Programme Music Elements of Music (Tempo, Pitch, Texture, Timbre, Duration, Dynamics, Silence) Musical stave Musical notes (C,D,E,F etc) 	<ul style="list-style-type: none"> Scales (Major, Minor, Pentatonic, Chromatic) Key signatures Musical stave Musical notes (C, D, E, F etc) Song Structure (Introduction, Verse, Chorus, Bridge, Outro)
Opportunities for Reading	<ul style="list-style-type: none"> Reading Lyrics Reading notation & scores 	<ul style="list-style-type: none"> Reading notation & scores 	<ul style="list-style-type: none"> Reading notation & scores Reading Lyrics Reading assessment criteria
Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> How A Capella music is used in TV, films and marketing. Developing interpersonal skills through group work, focussing on teamwork and co-operation. 	<ul style="list-style-type: none"> Exposure to orchestral music and instruments they may not have seen before. 	<ul style="list-style-type: none"> The effect that music can have on today’s society. Exposure to iconic songs.
Cross Curricular Links (Authentic Connections)			

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Key Assessment	HT1: Assessed group performance; A Capella cover of Pompeii (by Bastille)	HT3: Assessed solo performance; Selection of classic programme music repertoire	HT5: Assessed solo performance; Various types of musical scales.
	HT2: Assessed compositions; Various rhythms played on African drums.	HT4: Assessed Composition; Paired composition to match a brief.	HT6: Assessed group performance; Various Songs on Guitar/Vocal/Ukulele/Keyboard.

Year 8	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Songs (Song Structure & Songwriting)	Music of the Movies	Understanding more notation
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> What... How.... Why... 	<ul style="list-style-type: none"> How to prepare a performance? Composing music and chord progressions How to present a lead sheet? Evaluating music. 	<ul style="list-style-type: none"> How to prepare a performance? How to write musical notation? Famous film music composers. Using specific music software (GarageBand) Evaluating music. 	<ul style="list-style-type: none"> How to prepare a performance? Learning to read stave notation. Composing music Evaluating music
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> Chord(s) Major Minor Song Structure (Introduction, Verse, Chorus, Bridge, Outro) Melody Lyrics Chord progression 	<ul style="list-style-type: none"> Mickey Mousing Discord Chromatic movement Leitmotif Major Minor Cue sheet Frame by frame Scene Garageband 	<ul style="list-style-type: none"> Minimalism Phase Shifting Additive rhythm Subtractive rhythm Metamorphosis Song Structure (Introduction, Verse, Chorus, Bridge, Outro) Musical stave Musical notes (C,D,E,F etc.)
Opportunities for Reading	<ul style="list-style-type: none"> Reading / writing Lyrics Reading notation & scores 	<ul style="list-style-type: none"> Composer research Reading notation & scores Reading cue sheet 	<ul style="list-style-type: none"> Composer research Reading notation & scores
Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> Improving awareness of current affairs. Looking at other cultures. Focus on real, industry-based jobs. Exposure and opportunity to learn a new instrument. 	<ul style="list-style-type: none"> Focus on real, industry-based jobs. 	<ul style="list-style-type: none"> Exposure to a more abstract style of music. Focus on real, industry-based jobs. Exposure and opportunity to learn a new instrument.
Cross Curricular Links (Authentic Connections)	•	•	

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Key Assessment	<p>HT1: Assessed paired/solo performance; 4 chord song on the keyboard.</p> <p>HT2: Assessed compositions; Student's own songs, presented as lead sheets.</p>	<p>HT3: Assessed paired/solo composition; Presented on a storyboard/cue sheet with music.</p> <p>HT4: Assessed paired/solo Composition; frame by frame composition in GarageBand.</p>	<p>HT5: Assessed solo performance; Examples of each minimalist technique.</p> <p>HT6: Assessed group performance; Various Songs on Guitar/Vocal/Ukulele/Keyboard.</p>
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Year 9 Performing Arts	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Developing styles - Steven Berkoff, Frantic Assembly, Akram Khan, Brecht, Splendid Productions, Stanislavski (C1/3)	Devising from stimulus using style (C3)	Recreating repertoire (C2) Actors/Directors/Designers (C1)
Key Retainable Knowledge (Required for Y11/13) ✚ What... How.... Why....	<ul style="list-style-type: none"> Physical skills Vocal skills Self-reflection and assessment Understanding styles Understanding key features of styles Portrayal of style Developing material in style Understanding artistic intention Developing written skills 	<ul style="list-style-type: none"> Physical skills Vocal Skills Self-reflection and assessment Group work Devising from stimulus Development of plot and characters Driving a key message Understanding artistic intention Understanding character motivation Developing written skills for milestone assessments Considering target audience 	<ul style="list-style-type: none"> Physical skills Vocal skills Self-reflection and assessment Embodying style Understanding wider roles to create performance work Developing written skills Considering target audience
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> Gestures Repertoire Repetition Robotic movements Stylised movements Mime 	<ul style="list-style-type: none"> Physical skills Vocal skills Energy Direction Focus Eye line 	<ul style="list-style-type: none"> Physical skills Vocal skills Accuracy Characterisation Focus Energy

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	<ul style="list-style-type: none"> • Vocal Skills • Physical skills • Fluidity • Placard • Gestus • Chair duets • Lifts • Round-by-through • Narration • Direct address • Removal of the fourth wall • Stanislavski method • Naturalistic • Berkovian • Epic theatre • Total theatre • Contemporary dance • Pedestrian movement • Walk the grid/line 	<ul style="list-style-type: none"> • Devising • Repertoire • Physical Theatre • Brechtian Theatre 	<ul style="list-style-type: none"> • Proxemics • Repertoire
Opportunities for Reading	<ul style="list-style-type: none"> • Extracts from various plays and performance pieces 	<ul style="list-style-type: none"> • GCSE bite size devising • Various research material including charities and chosen research area 	<ul style="list-style-type: none"> • Research on roles and responsibilities of actors/directors/designers • Chosen text as repertoire • Researching style and genre
Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> • Developing communication skills • Practitioner research • Self/peer evaluation • Creative skills developed • Performance skills developed • Exploring genres 	<ul style="list-style-type: none"> • Developing communication skills • Social and historical contexts explored • Self/peer evaluation • Creative skills developed • Performance skills developed • Exploring key themes and contexts 	<ul style="list-style-type: none"> • Developing communication skills • Practitioner research • Self/peer evaluation • Creative skills developed • Performance skills developed • Exploring genres

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	<ul style="list-style-type: none"> Developing understanding of how to critically analyse 	<ul style="list-style-type: none"> Developing understanding of how to critically analyse 	<ul style="list-style-type: none"> Developing understanding of how to critically analyse
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Key Assessment	<ul style="list-style-type: none"> Component 1 and 3 criteria 	<ul style="list-style-type: none"> Component 3 criteria 	<ul style="list-style-type: none"> Component 2 and 1 criteria


Year 10 Performing Arts	September – January C1	January – May – C3	May – October – C1
Unit (Tablet in 39 week plan)	Investigating Practitioners work (C1)	Devising from stimulus using style (C3)	Investigating Practitioners work (C1)
Key Retainable Knowledge (Required for Y11/13)  What... How.... Why....	<ul style="list-style-type: none"> Self-reflection and assessment Understanding styles Understanding key features of styles Portrayal of style Developing material in style Understanding artistic intention Developing written skills 	<ul style="list-style-type: none"> Physical skills Vocal Skills Self-reflection and assessment Group work Devising from stimulus Development of plot and characters Driving a key message Understanding artistic intention Understanding character motivation Developing written skills for milestone assessments Considering target audience 	<ul style="list-style-type: none"> Self-reflection and assessment Understanding styles Understanding key features of styles Portrayal of style Developing material in style Understanding artistic intention Developing written skills
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> Gestures Repertoire Repetition Robotic movements 	<ul style="list-style-type: none"> Physical skills Vocal skills Energy Direction 	<ul style="list-style-type: none"> Gestures Repertoire Repetition Robotic movements

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	<ul style="list-style-type: none"> • Stylised movements • Mime • Vocal Skills • Physical skills • Fluidity • Placard • Gestus • Chair duets • Lifts • Round-by-through • Narration • Direct address • Removal of the fourth wall • Stanislavski method • Naturalistic • Berkovian • Epic theatre • Total theatre • Contemporary dance • Pedestrian movement • Walk the grid/line 	<ul style="list-style-type: none"> • Focus • Eye line • Devising • Repertoire • Physical Theatre • Brechtian Theatre 	<ul style="list-style-type: none"> • Stylised movements • Mime • Vocal Skills • Physical skills • Fluidity • Placard • Gestus • Chair duets • Lifts • Round-by-through • Narration • Direct address • Removal of the fourth wall • Stanislavski method • Naturalistic • Berkovian • Epic theatre • Total theatre • Contemporary dance • Pedestrian movement • Walk the grid/line
Opportunities for Reading	<ul style="list-style-type: none"> • Research on roles and responsibilities of actors/directors/designers • Extracts from various plays and performance pieces • Researching style and genre 	<ul style="list-style-type: none"> • GCSE bite size devising • Various research material including charities and chosen research area 	<ul style="list-style-type: none"> • Research on roles and responsibilities of actors/directors/designers • Extracts from various plays and performance pieces • Researching style and genre
Developing Cultural Capital (exposure to very best-essential knowledge and	<ul style="list-style-type: none"> • Developing communication skills • Practitioner research • Self/peer evaluation 	<ul style="list-style-type: none"> • Developing communication skills • Social and historical contexts explored • Self/peer evaluation 	<ul style="list-style-type: none"> • Developing communication skills • Practitioner research • Self/peer evaluation

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skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> • Creative skills developed • Performance skills developed • Exploring genres • Developing understanding of how to critically analyse 	<ul style="list-style-type: none"> • Creative skills developed • Performance skills developed • Exploring key themes and contexts • Developing understanding of how to critically analyse 	<ul style="list-style-type: none"> • Creative skills developed • Performance skills developed • Exploring genres • Developing understanding of how to critically analyse
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Key Assessment	<ul style="list-style-type: none"> • Component 1 criteria 	<ul style="list-style-type: none"> • Component 3 criteria 	<ul style="list-style-type: none"> • Component 1 criteria

Year 11 Performing Arts	May - October - C1	October – March – C2
Unit (Tablet in 39 week plan)	Investigating Practitioners work (C1)	Developing Skills and Techniques (C2)
Key Retainable Knowledge (Required for Y11/13)  What... How.... Why....	<ul style="list-style-type: none"> • Self-reflection and assessment • Understanding styles • Understanding key features of styles • Portrayal of style • Developing material in style • Understanding artistic intention • Developing written skills 	<ul style="list-style-type: none"> • Physical skills • Vocal skills • Self-reflection and assessment • Embodying style • Developing written skills • Considering target audience
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> • Gestures • Repertoire • Repetition • Robotic movements • Stylised movements • Mime • Vocal Skills • Physical skills • Fluidity • Placard 	<ul style="list-style-type: none"> • Physical skills • Vocal skills • Accuracy • Characterisation • Focus • Energy • Proxemics • Repertoire

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	<ul style="list-style-type: none"> • Gestus • Chair duets • Lifts • Round-by-through • Narration • Direct address • Removal of the fourth wall • Stanislavski method • Naturalistic • Berkovian • Epic theatre • Total theatre • Contemporary dance • Pedestrian movement • Walk the grid/line 	
<p>Opportunities for Reading</p>	<ul style="list-style-type: none"> • Research on roles and responsibilities of actors/directors/designers • Extracts from various plays and performance pieces • Researching style and genre 	<ul style="list-style-type: none"> • Chosen text as repertoire • Researching style and genre
<p>Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<ul style="list-style-type: none"> • Developing communication skills • Practitioner research • Self/peer evaluation • Creative skills developed • Performance skills developed • Exploring genres • Developing understanding of how to critically analyse 	<ul style="list-style-type: none"> • Developing communication skills • Practitioner research • Self/peer evaluation • Creative skills developed • Performance skills developed • Exploring genres • Developing understanding of how to critically analyse

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Cross Curricular Links (Authentic Connections)	•	•
Key Assessment	• Component 1 criteria	• Component 2 criteria

Year 9 Drama	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	<p>Component 1 (40%)</p> <p>Introduction to practitioner and genres.</p> <p>Devising from a stimulus.</p> <p>Recording work in progress</p>	<p>Component 1 (40%)</p> <p>Evaluating devised pieces.</p> <p>Component 2 (20%)</p> <p>Performing from a Text</p> <p>Component 3 – Section B (40%)</p> <p>Evaluating Live Theatre – Elements of Drama</p>	<p>Component 3 (40%)</p> <p>Section B – Practice Questions</p> <p>Section A – Practical Exploration of set text</p> <p>Practice Questions on set Text - DNA</p>
<p>Key Retainable Knowledge (Required for Y11/13)</p> <p>What... How.... Why....</p>	<ul style="list-style-type: none"> • Physical Skills • Vocal Skills • Berkoff Key features and techniques • Brecht Key features and techniques • Physical Theatre Key features and techniques • Theatre in Education Key features and techniques • Understanding character • Exploring themes 	<ul style="list-style-type: none"> • Evaluating own pieces • Physical Skills • Vocal Skills • Key features and techniques for various genres/practitioners. • Understanding character • Exploring themes • Creating atmosphere • Using the element to enhance drama • Self-reflection and assessment 	<ul style="list-style-type: none"> • Directing • Set design • Light Design • Sound Design • Costume and Make-up • Evaluating Live Theatre • Understanding text • Understanding of characters • Understanding of themes • Understanding of structure

	<ul style="list-style-type: none"> • Self-reflection and assessment • Devising theatre 	<ul style="list-style-type: none"> • Evaluating all Elements of drama – Sound, set, lights, costume, make up, props 	
<p>Key Technical Vocabulary (To be modelled and deliberately practiced in context.)</p>	<p>Berkoff – stylised movement exaggerated facial expressions, exaggerated vocal work, tableaux, ensemble playing, minimalism, stylised mime</p> <p>Brecht - direct address, narrator, multi-rolling, gestus, placards, tickle and slap, alienation, no fourth wall, episodic structure, didactic.</p> <p>Theatre in Education - target audience, topic, multi-rolling, statistics, verbatim, artistic intention, theme audience participation.</p> <p>Physical Theatre – gesture, body language, ensemble, commedia dell’arte, mime, status, proximity, physicalising emotional states, dynamics.</p>	<p>Genre/Practitioner specific (see term 1)</p> <p>Component 2 – Artistic Intention, character motivation, Atmosphere, tension, climax, Vocal Skills, Physical Skills.</p> <p>Component 3</p> <p>Lighting design – intensity, focus, angle, special effects, colour, gobos, types of lantern</p> <p>Sound design – music, sound effects, live sounds, recorded sounds, volume, reverb/echo, sound sources, amplification including use of microphones</p> <p>Set design (including props) - choice of stage, backdrop/cyclorama, set dressing, props, sight lines</p> <p>Costume design (including hair and make-up) - materials/fabrics, garments, hairstyles, wigs</p>	<p>Staging – Proscenium Arch, In the round, Traverse, Thrust</p> <p>Design (see term 2)</p> <p>Understanding of set text – Character motivation, stage status, intention, Theme, subtext, climax, anti-climax, tension, mood, atmosphere, ensemble</p> <p>Performance skills -</p> <p>Vocal skills – pitch, pace/tempo, pause, accent, volume, clarity, articulation, diction, emphasis, intonation,</p> <p>Physical skills – gesture, stillness, fluency, expression, posture, facial expressions, movement, proxemics, levels, mannerisms</p> <p>Rehearsal Techniques - Hot seating, role on the wall, improvisation, role reversal, units and objectives, magic if, thought tracking</p>
<p>Opportunities for Reading</p>	<p>BBC Bitesize, Eduqas Revision/study guide Booklet</p>	<p>BBC Bitesize/ Elements of Drama Booklet</p>	<p>BBC Bitesize/ Eduqas revision booklet/ set text revision booklet</p>

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<p>Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<ul style="list-style-type: none"> • Developing communication skills • Practitioner research • Self/peer evaluation • Creative skills developed • Performance skills developed • Exploring genres • Developing understanding of how to critically evaluate/analyse • Developing ideas from a given stimulus • Group work • Working to a schedule • 	<ul style="list-style-type: none"> • Developing communication skills • Self/peer evaluation • Creative skills developed • Performance skills developed • Social and historical contexts explored • Exploring genres • Developing understanding of how to critically evaluate/analyse • Developing ideas from a given stimulus • Using the element to enhance theatre 	<ul style="list-style-type: none"> • Developing communication skills • evaluation • Creative skills developed • Performance skills developed • Social and historical contexts explored • Exploring genres • Developing understanding of how to critically evaluate/analyse • Empathy skills developed during character exploration. • Using the element to enhance theatre
<p>Cross Curricular Links (Authentic Connections)</p>			
<p>Key Assessment</p>	<p>A01/A02 - Milestone assessments – understanding of practitioners/genres</p> <p>A02 – Devising Theatre – Performance Skills</p> <p>A01 – Creative Logs – Documenting Progress.</p>	<p>A04 – Evaluating devised pieces</p> <p>A02 – Performing from a text</p> <p>A04 – Evaluating Live Theatre</p>	<p>A03 – Set text – exam questions</p> <p>A04 – Evaluating – exam questions</p>

Year 10 Drama	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Component 1 (40%) Recap previous and introduction to new practitioner and genre. Devising from a stimulus. Recording work in progress	Final Component 1 (40%) Complete actual performance Complete actual creative log Complete actual evaluation	Component 3 (40%) Section A – Practical Exploration of set text Section B – Practice Questions Practice Questions on set Text – Hard to Swallow
Key Retainable Knowledge (Required for Y11/13) What... How.... Why....	<ul style="list-style-type: none"> • Physical Skills • Vocal Skills • Berkoff Key features and techniques • Brecht Key features and techniques • Physical Theatre Key features and techniques • Theatre in Education Key features and techniques • Artaud Key Features and techniques • Musical Theatre Key Feature and techniques • Understanding character 	<ul style="list-style-type: none"> • Physical Skills • Vocal Skills • Key features and techniques of selected practitioner/genre • Developing character • Developing story • Understanding structure • Exploring themes • Self-reflection and assessment • Target setting for development • Working from a stimulus • Devising theatre 	<ul style="list-style-type: none"> • Directing • Set design • Light Design • Sound Design • Costume and Make-up • Evaluating Live Theatre • Understanding text • Understanding of characters • Understanding of themes • Understanding of structure

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	<ul style="list-style-type: none"> • Understanding structure • Exploring themes • Self-reflection and assessment • Working from a stimulus • Devising theatre 	<ul style="list-style-type: none"> • Evaluation of own and peer performance. 	
<p>Key Technical Vocabulary (To be modelled and deliberately practiced in context.)</p>	<p>See Y9 Term 1 for recap practitioner and genres.</p> <p>Artaud - theatre of cruelty, attack on the emotions, universal language, surrealist structure, ritualistic movement ☒</p> <p>Musical Theatre - dialogue, monologue, duologue, duet, solo, humour, pathos, chorus, verse</p>	<p>See Term 1 Y9 and Y10</p>	<p>Staging – Proscenium Arch, In the round, Traverse, Thrust</p> <p>Design (see term 2)</p> <p>Understanding of set text – Character motivation, stage status, intention, Theme, subtext, climax, anti-climax, tension, mood, atmosphere, ensemble</p> <p>Performance skills -</p> <p>Vocal skills – pitch, pace/tempo, pause, accent, volume, clarity, articulation, diction, emphasis, intonation,</p> <p>Physical skills – gesture, stillness, fluency, expression, posture, facial expressions, movement, proxemics, levels, mannerisms</p> <p>Rehearsal Techniques - Hot seating, role on the wall, improvisation, role reversal, units and objectives, magic if, thought tracking</p>

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Opportunities for Reading	BBC Bitesize, Eduqas Revision/study guide Booklet	BBC Bitesize, Eduqas Revision/study guide Booklet	BBC Bitesize/ Eduqas revision booklet/ set text revision booklet
Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> • Developing communication skills • Practitioner research • Self/peer evaluation • Creative skills developed • Performance skills developed • Exploring genres • Developing understanding of how to critically evaluate/analyse • Developing ideas from a given stimulus • Group work • Working to a schedule 	<ul style="list-style-type: none"> • Developing communication skills • Practitioner research • Self/peer evaluation • Creative skills developed • Performance skills developed • Exploring genres • Developing understanding of how to critically evaluate/analyse • Developing ideas from a given stimulus • Group work • Working to a schedule 	<ul style="list-style-type: none"> • Developing communication skills • evaluation • Creative skills developed • Performance skills developed • Social and historical contexts explored • Exploring genres • Developing understanding of how to critically evaluate/analyse • Empathy skills developed during character exploration. • Using the element to enhance theatre
Cross Curricular Links (Authentic Connections)			
Key Assessment	A01/A02 - Milestone assessments – understanding of practitioners/genres A02 – Devising Theatre – Performance Skills A01 – Creative Logs – Documenting Progress.	Actual C1 Completion 40% overall GCSE A01 – Creative Log A02 – Performance of devised piece A04 – Evaluation of performance.	A03 – Set text – exam questions A04 – Evaluating – exam questions

Year 11 Drama	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Actual Component 2 (20%) Performing from a Text	Component 3 (40%) Preparing for final written exam	Revision for final Exam (see Term 2)
Key Retainable Knowledge (Required for Y11/13) ✚ What... How.... Why....	<ul style="list-style-type: none"> • Physical Skills • Vocal Skills • Understanding of text • Understanding and developing character • Exploring themes • Creating atmosphere • Using the elements to enhance drama 	<ul style="list-style-type: none"> • Directing • Set design • Light Design • Sound Design • Costume and Make-up • Evaluating Live Theatre • Understanding text • Understanding of characters • Understanding of themes • Understanding of structure 	
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<p>Component 2 – Artistic Intention, character motivation, Atmosphere, tension, climax, Vocal Skills, Physical Skills.</p> <p>Performance skills -</p> <p>Vocal skills – pitch, pace/tempo, pause, accent, volume, clarity, articulation, diction, emphasis, intonation,</p>	<p>Staging – Proscenium Arch, In the round, Traverse, Thrust</p> <p>Design (see term 2)</p> <p>Understanding of set text – Character motivation, stage status, intention, Theme, subtext, climax, anti-climax, tension, mood, atmosphere, ensemble</p> <p>Performance skills -</p>	

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	<p>Physical skills – gesture, stillness, fluency, expression, posture, facial expressions, movement, proxemics, levels, mannerisms</p>	<p>Vocal skills – pitch, pace/tempo, pause, accent, volume, clarity, articulation, diction, emphasis, intonation,</p> <p>Physical skills – gesture, stillness, fluency, expression, posture, facial expressions, movement, proxemics, levels, mannerisms</p> <p>Rehearsal Techniques - Hot seating, role on the wall, improvisation, role reversal, units and objectives, magic if, thought tracking</p>	
Opportunities for Reading	Various play scripts	BBC Bitesize/ Eduqas revision booklet/ set text revision booklet	
Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> • Developing communication skills • Self/peer evaluation • Creative skills developed • Performance skills developed • Social and historical contexts explored • Exploring genres • Using the element to enhance theatre • Target setting for development • Responding to feedback • Group work 	<ul style="list-style-type: none"> • Developing communication skills • evaluation • Creative skills developed • Performance skills developed • Social and historical contexts explored • Exploring genres • Developing understanding of how to critically evaluate/analyse • Empathy skills developed during character exploration. • Using the element to enhance theatre 	
Cross Curricular Links (Authentic Connections)			

Curriculum Sequencing Grid: *Creative Arts*

Key Assessment	A02 – Performing from a text	A03 – Set text – exam questions A04 – Evaluating – exam questions	
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Year 12/13 Performing Arts - Single	September – February Unit 27	January – May – Unit 1/3	May – December – Unit 2
Unit (Tablet in 39 week plan)	Unit 27: Musical Theatre – Barnum	Unit 1: Investigating Practitioners Work Unit 3: Group Performance Workshop	Unit 2: Developing Skills and Techniques in Performance
Key Retainable Knowledge (Required for Y11/13) ✚ What... How.... Why...	<ul style="list-style-type: none"> • Physical Skills • Vocal Skills • Self-reflection and evaluation • Choreography • Self-management • Blocking • Working with text • Understanding character • Developing material in style • Considering target audience 	<ul style="list-style-type: none"> • Physical skills • Vocal Skills • Self-reflection and assessment • Group work • Devising from stimulus • Development of plot and characters • Driving a key message • Clear use of artistic intention • Clear use of character motivation • Written skills for milestone assessments • Considering target audience 	<ul style="list-style-type: none"> • Physical skills • Vocal skills • Self-reflection and assessment • Embodying style • Understanding wider roles to create performance work • Writing critically about works and self
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> • Energy • Focus • Engagement • Gestures • Accuracy • Timing • Eye line • Vocal Skills 	<ul style="list-style-type: none"> • Gestures • Repertoire • Repetition • Robotic movements • Stylised movements • Mime • Vocal Skills • Physical skills 	<ul style="list-style-type: none"> • Gestures • Repertoire • Repetition • Robotic movements • Stylised movements • Mime • Vocal Skills • Physical skills


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	<ul style="list-style-type: none"> • Physical Skills • Blocking • Characterisation 	<ul style="list-style-type: none"> • Fluidity • Placard • Gestus • Chair duets • Lifts • Round-by-through • Narration • Direct address • Removal of the fourth wall • Stanislavski method • Naturalistic • Berkovian • Epic theatre • Total theatre • Contemporary dance • Pedestrian movement • Walk the grid/line 	<ul style="list-style-type: none"> • Fluidity • Placard • Gestus • Chair duets • Lifts • Round-by-through • Narration • Direct address • Removal of the fourth wall • Stanislavski method • Naturalistic • Berkovian • Epic theatre • Total theatre • Contemporary dance • Pedestrian movement • Walk the grid/line
Opportunities for Reading	<ul style="list-style-type: none"> • Reading of script • Researching characters – various online websites • Researching Musical Theatre genre – various online websites 	<ul style="list-style-type: none"> • Online investigation of chosen practitioners – various articles/newspapers/magazines/websites • Researching stimulus materials 	<ul style="list-style-type: none"> • Script extract for chosen text • Reading material online to help develop piece
Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> • Developing communication skills • Social and historical contexts explored • Self/peer evaluation • Creative skills developed • Performance skills developed 	<ul style="list-style-type: none"> • Developing communication skills • Social and historical contexts explored • Self/peer evaluation • Creative skills developed • Performance skills developed • Exploring key themes and contexts 	<ul style="list-style-type: none"> • Developing communication skills • Social and historical contexts explored • Self/peer evaluation • Creative skills developed • Performance skills developed • Exploring key themes and contexts

Curriculum Sequencing Grid: *Creative Arts*

		<ul style="list-style-type: none"> Developing understanding of how to critically analyse 	<ul style="list-style-type: none"> Developing understanding of how to critically analyse
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Key Assessment	<ul style="list-style-type: none"> Unit 27: Musical Theatre Assessment Criteria 	<ul style="list-style-type: none"> Unit 1 and 3 Assessment Criteria 	<ul style="list-style-type: none"> Unit 2: Developing Skills and Techniques in Performance criteria

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Year 12/13 Performing Arts - Double	September – December – Unit 20 September – February – Unit 6	January – May – Unit 5	May – January – Unit 4
Unit (Tablet in 39 week plan)	<ul style="list-style-type: none"> • Unit 20: Voice for Actors • Unit 6: Performing to an Audience 	<ul style="list-style-type: none"> • Unit 5: Individual Performance Commission 	<ul style="list-style-type: none"> • Unit 4: Community Theatre Project
Key Retainable Knowledge (Required for Y11/13)  What... How.... Why....	<ul style="list-style-type: none"> • Vocal Skills • Group work • Effective Rehearsals • Self-management • Tone/pace/pause/accent • Physical skills • Character portrayal • Target setting • Self and Peer reflection and evaluation • Understanding character and style • Effective portrayal of character • Using repertoire • Considering target audience 	<ul style="list-style-type: none"> • Physical skills • Vocal Skills • Self-reflection and assessment • Group work • Devising from stimulus • Development of plot and characters • Driving a key message • Understanding artistic intention • Understanding character motivation • Extended Essay writing • Using genre to develop piece • Confidence • Using repertoire • Considering target audience 	<ul style="list-style-type: none"> • Understanding context • Physical Skills • Vocal Skills • Developing text • Using repertoire • Developing character • Considering target audience
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> • Energy • Focus • Engagement • Gestures • Accuracy • Timing • Eye line 	<ul style="list-style-type: none"> • Energy • Focus • Engagement • Gestures • Accuracy • Timing • Eye line 	<ul style="list-style-type: none"> • Energy • Focus • Engagement • Gestures • Accuracy • Timing • Eye line

Curriculum Sequencing Grid: *Creative Arts*

	<ul style="list-style-type: none"> • Vocal Skills • Physical Skills • Blocking • Characterisation 	<ul style="list-style-type: none"> • Vocal Skills • Physical Skills • Blocking • Characterisation 	<ul style="list-style-type: none"> • Vocal Skills • Physical Skills • Blocking • Characterisation
Opportunities for Reading	<ul style="list-style-type: none"> • Reading of scripts • Researching/reading around styles and characters 	<ul style="list-style-type: none"> • Reading research – online • Reading own created script 	<ul style="list-style-type: none"> • Reading/researching community theatre – online • Reading created script
Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<ul style="list-style-type: none"> • Developing communication skills • Social and historical contexts explored • Self/peer evaluation • Creative skills developed • Performance skills developed 	<ul style="list-style-type: none"> • Developing communication skills • Social and historical contexts explored • Self/peer evaluation • Creative skills developed • Performance skills developed • Self-evaluation 	<ul style="list-style-type: none"> • Developing communication skills • Social and historical contexts explored • Self/peer evaluation • Creative skills developed • Performance skills developed • Self-evaluation
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Key Assessment	<ul style="list-style-type: none"> • Unit 20: Voice for Actors criteria • Unit 6: Performing to an Audience criteria 	<ul style="list-style-type: none"> • Unit 5: Individual Performance Commission criteria 	<ul style="list-style-type: none"> • Unit 4: Community Theatre Project criteria