

Year 13 (SPR) **(**

Production Arts- (Unit 92) Make-up for Performers- Advanced makeup application skills. TS - Set text - Students will practically explore the play Woyzeck, in the light of a chosen practitioner in order to outline and justify their ideas for a production concept and link it to original performance conditions. Live theatre review revision and 'That Face 'set text revision. Component 3 written exam.

Year 12 (SUM) •

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TS—Continue to practically explore 'That Face' and complete practice essays. Begin Component 2 scripted work, exploring texts for monologues and group performances in

preparation for exam in Year 13. Production Arts (Unit 93) The aim of this unit is to enable learners to develop a wide range of makeup skills, and to identify possible uses of these skills and explore creative development.

Year 12 (AUT)

TS: Live theatre review, exploration of theatre makers, review writing skills, analysis and evaluation. TS - Devising drama -Students will create and develop ideas to communicate meaning as part of the theatremaking process, making connections between dramatic theory and practice. devising; study practitioners; collaborate & create a devised performance and produce a devising log about the process. Production Arts (Unit 2) - Students will work as a member of a production team and will take on a key production role such as set designer, costume, designer, marketing manager etc. makeup artist. Produce devised portfolio PA - Unit 2-Production roles Y12
Year 11 (SPR)

Written Exam revision 'Blood Brothers' - study set text; explore practically; develop exam technique. This scheme addresses GCSE assessment objective A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed .Themes, structure, genre, musical theatre, social, cultural and historical context, motif etc. Section A Terminology, roles and responsibilities Plot, characters, dramatic devices, practical exploration of a set text, creating mood and atmosphere tension, comedy etc. use of the performance space.

Section C live theatre review Year 10 (SUM)

Live theatre trips planned (depending on what is on that's appropriate) Writing a live theatre review, theatre makers, discussion work. Students are assessed on their analytical and evaluative skills— Section C GCSE written exam. Written exam Section A: theatre makers; role; responsibilities. Stage use of space; types of staging (careers). Texts in practice -Apply theatrical skills to realise artistic intentions in live performance either as a performer, set designer or costume designer. Group piece, monologue or duologue.

Year 10 (AUT)

Key drama skills and practitioners.

Devising process and devising log: style, genre, performance skills and theatrical elements. Design skills:; practitioners; writing about drama; evaluative & analytical skills. Collaboration, and refinements, rehearsal strategies, communicating meaning for an audience. Peer and self reflection, discussion work, creativity, creating impact, mood, atmosphere.

Year 9 (SPR)

Script Work: This scheme will explore the play 'Girls Like That 'by Evan Placey. Study of a key text. Performance skills, proxemics, character and relationship dynamics, soundscapes, choral movement and speaking, levels. Link with section C live theatre review; Career - director/designer Costume Design: history of fashion and costumes , research , design and create costumes.

Year 8 (SUM)

Physical Theatre- linked to practitioners physical performance skills; interpreting a script; script. Devising - link to GCSE, this scheme focuses on helping students to develop practical skills in preparation for GCSE, exploring and crating performance or design work from a stimulus... Collaboration, communication skills and group work. Problem solving and resilience.

Year 8 (AUT)

Silent movies- gestures, simple and visual performances inspired by 1920's silent films. connection to character - Charlie Chaplin, synchronisation, reactions, comic moments stock characters, villain, hero, damsel in distress, stock plot · Link melodrama in theatre Children's Theatre— Students will create their own Christmas Children's theatre piece and perform this to Junior students. Use of the cliff-hanger. Use of signs and captions within performance. Performance skills for a live performance; performance elements. Live theatre review (watch); write an evaluation: GCSE Section C skill development

Darkwood Manor - themed project, hot seating, moving from technique into performance ,multi role, character idiosyncrasies, commitment to a role and situation, changing the dynamics of space, Creating an atmosphere and a story from character. Charlie and the chocolate factory—script work, choral speaking and movement, devising split screen

silent movies: mime work. Interpreting a text; devising skills; performance skills; collaboration; speaking & listening; mood & atmosphere Greek Theatre - masks; revisiting skills Year 6 (SUM)

Use spoken language to develop understanding through speculating, hypothesising and exploring

ideas; Consider and evaluate different viewpoints, building on the contribution of others; Select and use appropriate registers for effective communication. Class discussions on a variety of topics,

Year 6 (AUT)

collaborative group work. Y6 end of year production.

Listen and respond appropriately to adults, building on prior skills; Ask relevant questions to extend knowledge; Justify answers to arguments and opinions; Give well structured opinions; Maintain attention; participate actively in discussions and debates. Formal debate entitled 'Was the British Empire Good or Bad?' - presenting opinions

Year 5 (SPR)

Hot seating Dickens characters.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Class discussions on a variety of topics, collaborative group work.

Year 4 (SUM)

Drama techniques: choral poetry; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; Speak audibly and fluently with an increasing command of Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Gain, maintain and monitor the interest of the listener(s); Listen and respond appropriately to adults and their peers.

Year 4 (AUT)

Drama techniques: hot seating, role play, freeze frames / Debating; Listen/respond appropriately to adults and peers; articulate/justify answers, arguments & opinions; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; maintain attention & participate actively in collaborative conversations, staying on topic, initiating & responding to comments; develop understanding through speculating, hypothesising, imagining & exploring ideas; speak audibly/fluently with increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations & debates; gain, maintain & monitor the interest of the listener(s); consider and evaluate different viewpoints, attending to and building on the contributions

Year 3 (SPR)

Evaluate and expand upon different viewpoints; Build on the contribution of others; Debate - speak audibly; Give explanations and narratives for different purposes. Students will create and present PowerPoint to class. Debates on environmental issues. Group discussions and evaluations. Devising own characters.

Year 2 (SUM) 🧶

English: The King who Banned the Dark and Rosie Revere texts.

All year round, Y2 pupils read aloud in class each day. They are encouraged to share their writing aloud and orally rehearse sentences before writing nar lessons within Literacy Counts explicitly teach & model standard English.

Year 2 (AUT) English: A River and The Night Gardener texts. Step inside the scene (front cover) Oracy debate about a scene being

the best place to live. Freeze framing. Articulate & justify answers; give well-structured descriptions & explanations. PSHE - role plays, group learning with roles (manager, motivator, recorder and reporter) RE- acting out scenarios for the Ten Commandments in Judaism. Consider & discuss different viewpoints History -Interviewing George Stephenson, hot seating, freeze framing Art - critiquing art work All year round, Y2 pupils read aloud in class each day. They are encouraged to share their writing aloud and orally rehearse sentences before writing

nar lessons within Literacy Counts explicitly teach & model standard English.

Year 1 (SPR) English: Where The Wild Things Are and Hermelin texts. Hot seating Hermelin/Max; posing Qs to him. Character answers in

role. Discussion of items & props at beginning of unit in pairs; articulate their predictions/how they think they are related. Performance of their own kenning poem to the class with emphasis on acting out verbs used. Oral practice of extending a sentence using a conjunction (and, so, but, because) before writing to ensure correct conjunction is used in a sentence. PSHE: thought bubble work to articulate feelings and emotions (guided) All year round, Y1 pupils read aloud in class each day. They are encouraged to share their writing aloud and orally rehearse sentences before them. Grammar lessons within Literacy Counts explicitly teach & model standard English

Reception (SUM)

Participate in performances; Participate in presentations; Actively participate in role plays. Africahot seating characters from Lila and the secret of rain Small world African tuff tray

Reception (AUT)

Listen and respond; Maintain attention; Have collaborative conversations. All about me - Me and My family Role play area - home corner Bakery/ Hairdressers . Storytelling, listening and discussing. Sensory stuff tray

Nursery (SPR)

Listen and respond Participate in discussions Actively participate in roleplays

Year 13 (SUM)

PA- Period Makeup—advanced makeup skills development, portfolio creation, analysis and evaluation..

Revisit 'Woyzeck' and 'That Face' Exam skills: timings and exam technique revisited Live performance review revisited

Year 13 (AUT)

Production Arts—(unit 86) develop knowledge and skills in mask-making methods used in the performing arts industry.

TS- Component 2 -Scripted performance/design skills - live exam group extract; monologue - this continues into Spring. Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in

Year 12 (SPR)

TS - Devising drama, key practitioner exploration, devising process and devising log continued Students will practically explore the performance text 'That Face'. They will make creative decisions and theatrical choices as theatre makers and must explore in depth the ways in which theatre makers collaborate to create theatre by understanding how performers and designers use dramatic elements to communicate meaning and ideas to an audience.

Production Arts—(unit 95)This unit is about creating special effects make-up for the world of stage and screen; learners will be able to produce designs for and realise special effects make-up. on performers.

Year 11 (SUM)

evaluation. Communication and class discussion. Revisit written exam techniques/revision - skills revisited, timings, key knowledge and understanding, knowledge retrieval.

Live theatre review exam revision- acting skills, genre, style, theatre makers' contribution, analysis,

Year 11 (AUT)

Texts in practice -Apply theatrical skills to realise artistic intentions in live performance either as a performer, set designer or costume designer. Group piece, monologue or duologue. Study of text. Context/character exploration. Development of design skills /performance skills and rehearsal strategies. Live theatre review/trip: review, evaluate & analyse acting skills, genre, style & theatre maker's contribution. Live exam - realise performance or design.

Year 10 (SPR)

Devising process and devising log: continued.

Blood Brothers- Study of set text. This scheme addresses GCSE assessment objective A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Practical exploration, theme, genre, characters, context, style, performance and design skills. Written exam skills. Collaboration, comprehension, reading, creativity, discussion, analysis.

Year 9 (SUM)

TIE: students will create and perform a piece of TIE for the juniors based on The Smartest Giant in Town by Julia Donaldson. Students will either take on a performance or design role. Collaboration; development & refinement (careers - production team)

Bugsy Malone: This scheme aims to explore the American Prohibition using extracts from Bugsy Malone as well as building and developing drama skills. Focus on voice, movement & exaggeration.

Practitioners - history of theatre through exploring a variety of key practitioners, with a focus on understanding their styles and how to apply them to performance. Exploration; script work - GCSE written skills for questions 2 & 3 and evaluations. Genre; style; Speaking and listening,; discussion work and sharing creative ideas; Imagination and creativity; Collaboration; Comprehension, reading peaking and listening, discussion work and sharing creative ideas

Year 8 (SPR) Shakespeare and 'Stage Combat' - interpreting a text/script, stage combat techniques, understanding the Shakespearean extracts and reading for punctuation ,reading and comprehension.,

Stage Make up -role of a theatre make-up artist, researching, designing, and applying makeup.

Year 7 (SUM) Grimms Tales - Script work, narrative and plot, practitioner; performance skills; performance elements; collaboration; mood & atmosphere; speaking & listening; design skills (costume/stage make-

Watch a live theatre show write a review & . GCSE Section C skill development. Expressing individual ideas and opinions, speaking confidently and effectively about theatre. [Evaluation & analytical skills covered in all SoW]

performance skills; collaboration; mood & atmosphere; speaking & listening.

Year 7 (AUT)

Introduction to drama; basic performance skills; drama techniques; rehearsal strategies; evaluative skills; collaboration; speaking & listening; discussion; expressing own ideas Pantomime and Melodrama -Storytelling and morals, stock characters, Features of the style audience participation, exaggeration, slapstick comedy and narration (GCSE written skills question 2) keyword terminology & drama skills. Features of the style - audience participation, exaggeration, slapstick comedy and narration

Costumes, props, visual gags Stories – traditional / modernised Stock characters Year 6 (SPR)

Give well structured explanations and narratives; Maintain attention; participate actively Participate in discussions & performances; Gain, maintain and monitor the interest of the reader/ listener. Present interviews of an ocean explorer (e.g. Sylvia Earle) Class discussions on a variety of topics, collaborative group work.

Year 5 (SUM)

Speak audibly and fluently with an increasing command of Standard English- river presentations Gain, maintain and monitor the interest of the listener(s) Participate in discussions, presentations, performances, role play, improvisations and debates revising the water cycle

Year 5 (AUT)

Ask relevant questions to extend their understanding and knowledge Participate in discussions, presentations, performances, role play, improvisations and debates Give well-structured descriptions, explanations and narratives for different purposes, including for Consider and evaluate different viewpoints, attending to and building on the contributions of others

Year 4 (SPR)

Drama: freeze frames, conscience alley Ask relevant questions to extend their understanding and knowledge Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others Listen and respond appropriately to adults and their peers Articulate and justify answers, arguments and opinions .

Year 3 (SUM)

Maintain attention, participate actively in drama, concentrating on tone, pitch & volume when speaking; use a variety of drama techniques. Role play characters such as hot seating, conscious alley, freeze-framing, role-on-the -wall. Presentations: devise & improve a new character. Dramatise scenes in groups. Iron Man text: hot seating, thought tapping, role-on-the-wall, what are his feelings? Share kenning poems and recite to the class.

Year 3 (AUT) Articulate and justify answers, arguments and opinions.

Presentations in role play and real-life scenarios (e.g., 'mineral criminals' - linked to topic work).

Year 2 (SPR)

English: Bog Baby and Grandad's Island texts. Conscience Alley, roleplay, freeze frames

PSHE: role play History: Captain Cooke's adventures - soundscapes

All year round, Y2 pupils read aloud in class each day. They are encouraged to share their writing aloud and orally rehearse sentences before writing them. Grammar lessons within Literacy Counts explicitly teach & model standard English.

Year 1 (SUM) English: The Secret of the Black Rock and The Last Wolf texts. Hot seating Erin and posing Qs to her. Character to answer in

role. Role-on-the-wall activity describing Erin. Little Red and the Wolf posing Qs orally after writing them and then improvising answers. Alliteration activities: describe themselves with a word that starts with the same sound as their name—can they think of an action to match their word and perform it as they say it? All year round, Y1 pupils read aloud in class each day. They are encouraged to share their writing aloud and orally rehearse sentences before writing them. Grammar lessons within Literacy Counts explicitly teach & model standard English.

Year 1 (AUT)

Storytelling

Storytelling

English: Major Dizzy Major Glad and Rapunzel texts. Role play between characters and learning how facial expressions can add impact to a story. Hot seating, posing & answering Qs in role. Acting out scenes from the story; considering how characters move and speak with emphasis on repeated phrases. Acting out instructions of how to catch a witch & performing to class to encourage a logical 4-step plan. History: pose Qs to visitors sharing the history of their toys Art/DT: developing the skill of discussing opinions & added reasons for their thoughts Maths: reasoning explanations using stem sentences to develop ability to structure & explain thought processes.

Nativity: Y1 pupils are all given at least one line to learn & perform in the nativity play in the hall for an audience All year round, Y1 pupils read aloud in class each day. They are encouraged to share their writing aloud and orally rehearse sentences before writing them. Gramman lessons within Literacy Counts explicitly teach & model standard English.

Reception (SPR)

Build on contributions of others; Speak audibly with a command of Standard English Actively participate in role plays such as the post office. Traditional tales Recounting/retelling a familiar story, Whole class role play—The Scarecrows Wedding.

Roleplay areas include a bakery and hairdressers'

Nursery (SUM) Perform confidently

Nursery (AUT)

Listen and respond; Express feelings; Speak audibly Role play area - home corner Sensory stuff tray