



Year 7

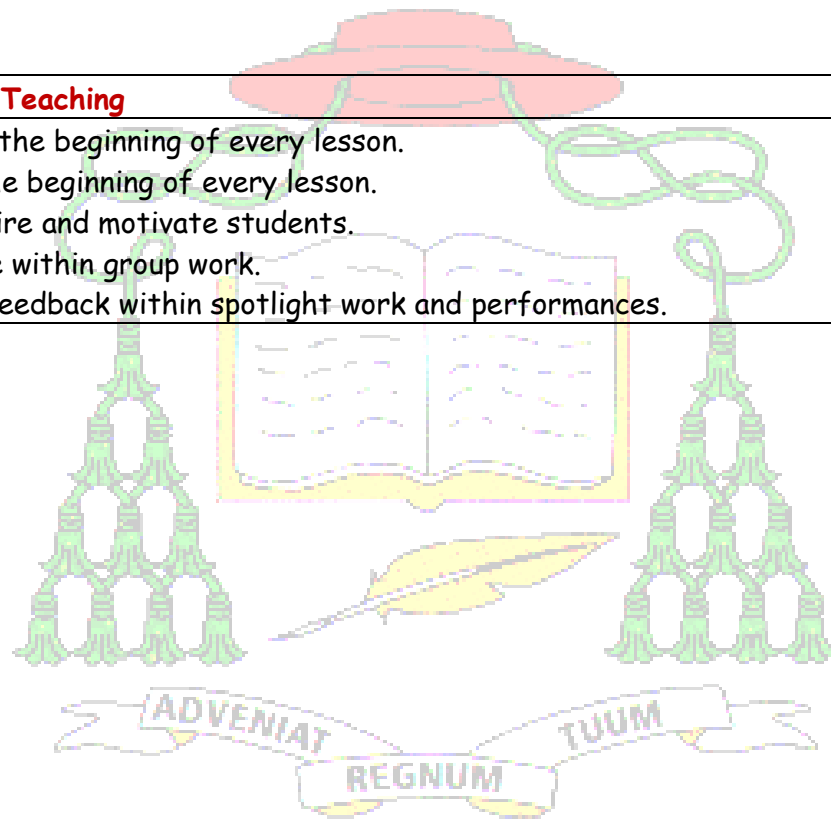
Drama (Unit 1)	Drama (Unit 2)	Drama (Unit 3)	Key Vocabulary
<p>Topic areas to be covered:</p> <p>Introduction to Drama: 'Matilda'</p> <ul style="list-style-type: none"> • Knowledge of how to create a successful still image. • Knowledge of the technique narration and what skills are needed to make it successful. • Explore contrasting characters and how to use performance skills to create them on stage. • Knowledge of the skill posture and how to use it to create character. • Explore the technique of thought-tracking and how it can be used in a performance. • Gain knowledge on line - learning rehearsal 	<p>Topic areas to be covered:</p> <p>Exploring Shakespeare: The Tempest</p> <ul style="list-style-type: none"> • Building on knowledge of creating a successful still image through exploring new technique of montage. • Gain knowledge on how to use movement on stage. • Explore using a prop to enhance storytelling on stage. • To build upon knowledge of the technique narration through exploring more skills to make it more successful (vocal tone, facial expressions, posture) 	<p>Topic areas to be covered:</p> <p>World Theatre</p> <ul style="list-style-type: none"> • Using knowledge already acquired this year to apply to exploring World Theatre. • Learning about key elements of different World Theatre and applying them to a short performance. Styles include: <ul style="list-style-type: none"> • Greek Theatre • African Theatre • Chinese Theatre • French Mime • Using performance skills to create final performance in chosen style. 	<p>Still image Gesture Body language Levels Facial Expressions Narration Diction Projection Characterisation Posture Thought-track Script Storytelling Movement Prop Vocal tone Mime Choral speech</p>

<p>techniques ready for performance.</p>	<ul style="list-style-type: none"> • Explore how to use mime to enhance storytelling. 		
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<p>Cultural Capital Experiences throughout the Academic Year</p>	<p>Learning Characteristics instilled in the curriculum</p>	<p>Career Opportunities</p>
<p>Theatre Trips organised throughout the year.</p> <p>Extra Curricular drama club.</p> <p>Annual school production.</p>	<p>Confidence Speaking and listening - performing at end of lessons for peers this enables students to practice giving feedback using correct terminology and students performing to respond to the feedback. Spotlight techniques to build confidence gradually and to show modelling of good work.</p> <p>Positive High expectations in presentation of practical work within lessons and contributing to independent working in groups. Consistent use of praise whilst rehearsing during performances.</p> <p>Respectful Learners are greeted at the door on arrival and asked to hang belongings up on the pegs or in front of the pegs and sit on the floor in alphabetical order in a semi-circle , quiet when register commences.</p>	<p>Involvement in drama clubs and school production.</p> <p>Opportunities within school production to be involved in backstage elements of theatre (stage management, set design, costume, marketing)</p>

Metacognition Methods applied in Teaching

- Activate prior knowledge at the beginning of every lesson.
- Consolidation activities at the beginning of every lesson.
- Modelling techniques to inspire and motivate students.
- Demonstrating independence within group work.
- Demonstrate response and feedback within spotlight work and performances.





Archbishop Beck Catholic College Long Term Plan for Performing Arts.

Year 8

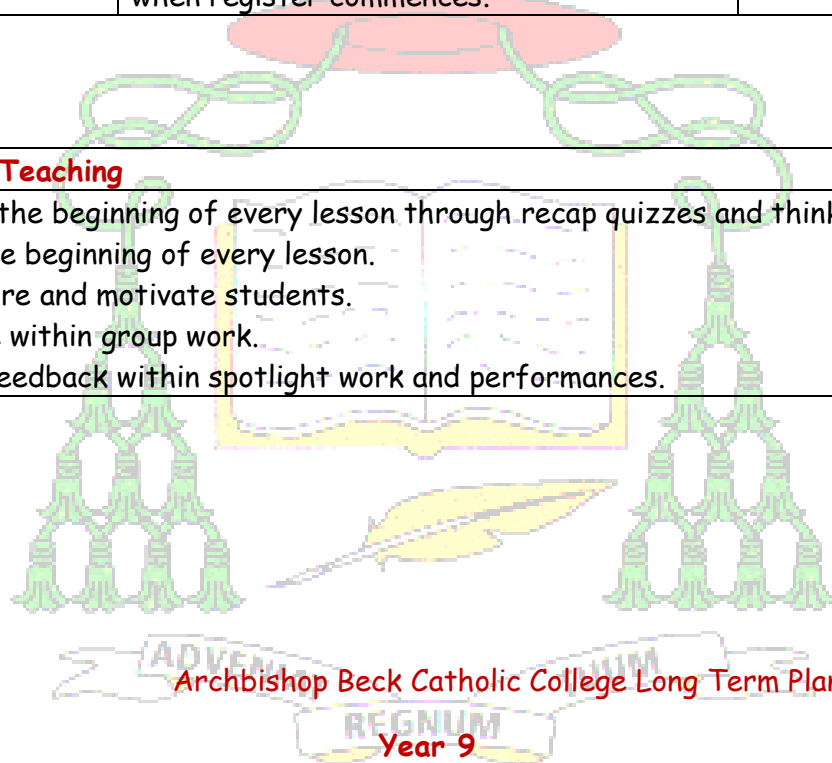
Drama (Unit 1)	Drama (Unit 2)	Drama (Unit 3)	Key Vocabulary
<p>Topic areas to be covered:</p> <p>Script work: Our Day Out</p> <ul style="list-style-type: none">• Re-capping knowledge of still image• Use off text improvisation to create a short scene.• Develop knowledge on cross-cutting as a technique and how to use it within a script.• Applying performance skills to a script• Annotating a script with performance skills.• Areas of a stage.• How to successfully stage a scene and use stage directions.	<p>Topic areas to be covered:</p> <p>Exploring Shakespeare: Romeo & Juliet</p> <ul style="list-style-type: none">• Using a stimulus to create a scene.• Building upon knowledge of storytelling to present a crime scene scenario.• To understand what is mean by a prologue.• To be introduced to and understand the technique of choral speaking.• Use unison speech to highlight certain importance words or sentences within dialogue.	<p>Topic areas to be covered:</p> <p>Drama Technology: Shoebox set designs</p> <ul style="list-style-type: none">• Explore the roles within the Performing Arts industry.• Design a shoebox set based upon an existing performance.• Learn how lighting and colours can enhance the stage space.• Use knowledge of stage space and staging to design an effect set.	<ul style="list-style-type: none">• Still image• Facil Expression• Body Language• Levels• Gesture• Off-text improvisation• Cross-cutting• Annotation• Downstage• Upstage• Stage right• Stage left• Stage directions• Duologue• Stimulus• Storytelling• Prologue• Choral Speaking• Unison• Vocal tone• Volume• Pitch• Set design

<ul style="list-style-type: none"> Performing a duologue using performance and staging skills. 	<ul style="list-style-type: none"> Use choral speaking, movement and vocal skills to create impact in a performance. 		<ul style="list-style-type: none"> Lighting design
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Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Theatre Trips organised throughout the year.</p> <p>Extra Curricular drama club.</p> <p>Annual school production.</p>	<p>Confidence Speaking and listening - performing at end of lessons for peers this enables students to practice giving feedback using correct terminology and students performing to respond to the feedback. Spotlight techniques to build confidence gradually and to show modelling of good work.</p> <p>Positive High expectations in presentation of practical work within lessons and contributing to independent working in groups. Consistent use of praise whilst rehearsing during performances.</p> <p>Respectful Learners are greeted at the door on arrival and asked to hang belongings up on the pegs or in front of</p>	<p>Involvement in drama clubs and school production.</p> <p>Opportunities within school production to be involved in backstage elements of theatre (stage management, set design, costume, marketing)</p>

	the pegs and sit on the floor in alphabetical order in a semi-circle, quiet when register commences.	
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<p>Metacognition Methods applied in Teaching</p> <ul style="list-style-type: none"> • Activate prior knowledge at the beginning of every lesson through recap quizzes and think-pair-share. • Consolidation activities at the beginning of every lesson. • Modelling techniques to inspire and motivate students. • Demonstrating independence within group work. • Demonstrate response and feedback within spotlight work and performances.



Archbishop Beck Catholic College Long Term Plan for Performing Arts
Year 9

Drama (Unit 1)	Drama (Unit 2)	Drama (Unit 3)	Key Vocabulary
<p>Topic areas to be covered:</p> <p>Script work: DNA</p>	<p>Topic areas to be covered:</p> <p>Devising from a Stimulus</p>	<p>Topic areas to be covered:</p> <p>Planning an Event: Best of British</p>	<ul style="list-style-type: none"> • Still Image • Facial Expressions • Body Language • Levels

<ul style="list-style-type: none"> • Using prior knowledge of still image to explore status. • Explore proxemics on stage to highlight status and relationships. • To explore how dialogue can be used to reveal character. • Explore how non-verbal communication can reveal relationships and character. • Experiment with showing power and status on stage. • Understand who the practitioner Bertolt Brecht is and utilize some of his techniques within a performance. 	<ul style="list-style-type: none"> • Understand what is meant by devising in drama and identify what the devising process is. • Continue knowledge on using a stimulus within drama. • Utilize knowledge of drama techniques to create a devised performance. • Explore the effects of social media and express this through theatre • Explore healthy relationships and express this through theatre. 	<ul style="list-style-type: none"> • Understand what roles are involved in planning a Performing Arts event • Learn about funding and devising a budget. • Use creativity and knowledge of performance to devise your own festival. • Explore what is meant by British values. • Express these British Values through planning an event to celebrate them. 	<ul style="list-style-type: none"> • Gesture • Status • Morals • Peer pressure • Gang Culture • Proxemics • Vocal Pace • Non-verbal communication • Power • Stage space • Eye contact • Bertolt Brecht • Placards • Direct audience address • Narration • Devising • Stimulus • Montage • Monologue • Duologue • Thought-tracking • Mime • Healthy vs unhealthy relationships • British Values • Funding • Arts council
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Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Theatre Trips organised throughout the year.</p>	<p>Confidence Speaking and listening - performing at end of lessons for peers this enables students to practice giving feedback using correct terminology and students performing to respond to the feedback. Spotlight techniques to build confidence gradually and to show modelling of good work.</p> <p>Positive High expectations in presentation of practical work within lessons and contributing to independent working in groups. Consistent use of praise whilst rehearsing during performances.</p> <p>Respectful Learners are greeted at the door on arrival and asked to hang belongings up on the pegs or in front of the pegs and sit on the floor in alphabetical order in a circle or seating plan within music, quiet when register commences.</p>	<p>Involvement in drama clubs and school production.</p> <p>Opportunities within school production to be involved in backstage elements of theatre (stage management, set design, costume, marketing)</p> <p>Careers session within enrichment times.</p>

Metacognition Methods applied in Teaching
<ul style="list-style-type: none"> • Activate prior knowledge at the beginning of every lesson through recap quizzes and think-pair-share.

- Consolidation activities at the beginning of every lesson.
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