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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Unit Title** | Dragons & Aliens | Holes – Louis Sachar | Ernie’s incredible illucinations | Physical theatre | Melodrama & Silent Movies | Response to Live theatre/Charlie and the Chocolate Factory |
| **Sequence** | Student voice and Theatre Health and Safety/Rules (1)  Intro to storytelling and hotseating (2)  News report, movement/mime piece, baseline observation (3-4)  Debate lesson (5)  Monologue prep and performance (6)  Body as prop/Soundscape/poetry as a stimulus (7-8) | Courtroom Scene (1-2)  Bus Scene (3-4)  Narration focus (5-6)  Flashback creation (7) | AP1 Opening scene (1-2)  AP1 feedback/Stage directions (3-4)  Character development (5)  Slow motion and music (6)  Scripted performance (7) | Body as a prop (1-2)  Using a fable as a stimulus (3)  Creating a physical story (4)  Exploring practitioner – Gecko (5)  Exploring practitioner – Frantic Assembly (6-7) | Viewing of Live Theatre (1)  Response vocabulary/Revision (2)  Assessment (3)  Feedback (4)  Melodrama and Mime introduction (5)  Stock characters – crosscutting and multiroling (6) | AP2 preparation (1)  AP2 assessment (2)  AP2 feedback (3)  Set design project (4-7) |
| **Key Building Blocks** | Teacher in role  Improvisation  Hotseating  Movement and gesture  Mime  Music  Slow Motion  Role Play  Character Development  Monologue  Writing in Role  Still Image  Stage Positioning  Body as prop  Soundscape  Using a stimulus | Vocal Skills  Thought Tracking  Status  Following Direction  Narration  Using Stimuli  Theatre in the Round  Flashback  Characterisation  Transitions | Scripted performance  Vocal/physical skills  Exaggeration  Comedy  Still image  Thought track  Marking the moment  Dialogue  Stage directions and configurations | Body as a prop  Soundscape  Atmosphere and tension  Using a stimulus  Physicality  Narration  Dialogue  Physical storytelling  Practitioner influence  Round by through  Using music in performance | Movement and Gesture  Stage positioning  Vocal Skills  Theatre in the round  Promenade Theatre  Physical Theatre  Costume/Costume Design  Mime, Music  Slow Motion, Physical Skills  Cross cutting, Flash forward  Multirole, Melodrama  Stock Characters  Props | Response to live theatre  Vocal/physical skills  Staging effects  Stage configurations  Stage directions  Theatre roles  Moodboard  Research  Costume design |
| **Retrieval Practices** | Do Now activities  Interleaved themes | Do Now activities  Low stakes quizzes  Interleaved themes | Do Now activities  Low stakes quizzes  Interleaved themes | Do Now activities  Low stakes quizzes  Interleaved themes | Do Now activities  Low stakes quizzes  Interleaved themes | Do Now activities  Low stakes quizzes  Interleaved themes |
| **Key Skills** | Language & Vocabulary  Storytelling  Character Creation and Development | Language & Vocabulary  Evaluation  Script work  Character Creation and Development | Language & Vocabulary  Evaluation  Script work  Character Creation and Development | Language & Vocabulary  Storytelling  Character Creation and Development | Language & Vocabulary  Storytelling  Character Creation and Development | Language & Vocabulary  Written communication  Analysis & Context Application  Evaluation  Design |
| **Literacy** | Written & Oral communication  Tier 2 & 3 vocab development | Written & Oral communication  Tier 2 & 3 vocab development | Written & Oral communication  Tier 2 & 3 vocab development | Written & Oral communication  Tier 2 & 3 vocab development | Written & Oral communication  Tier 2 & 3 vocab development | Written & Oral communication  Paragraph & Essay structure  Tier 2 & 3 vocab development |
| **Numeracy** | Warm-up and focus games. | Warm-up and focus games | Warm-up and focus games | Warm-up and focus games | Warm-up and focus games | Measuring |
| **Formative Assessment** | Peer & Self-Assessment  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Low stakes quizzes  Teacher feedback  Model answer comparison |
| **Summative Assessment** | Baseline observation | N/A at this time of year | AP1 Practical Assessment | N/A at this time of year | N/A at this time of year | AP2 Exam Paper |
| **Spiritual** | Debate – keep or kill the dragons | Crime and Punishment | Imaginary worlds; fantasy world. Exploring imaginary existences. | Imaginary worlds; fantasy world. Exploring imaginary existences. | Imaginary worlds; fantasy world. Exploring imaginary existences. | Appreciation of performance and imaginary/fantasy worlds |
| **Moral** | Moral decisions made about the value of life. | Crime and Punishment | .Exploring theme of truth and lies | Building trust | Using stock characters to explore right or wrong behaviour (goodies/baddies) | Understanding of difficult themes and moral issues in performance |
| **Social** | Building of a community (albeit imaginary) and joint decisions made about the dragons.  Working with others.  Theatre etiquette | Crime and Punishment  Working with others.  Theatre etiquette | Working with others.  Theatre etiquette. | Working with others.  Theatre etiquette. | Working with others.  Theatre etiquette. | Working with others.  Theatre etiquette. |
| **Cultural** | Building of a community (albeit imaginary) and joint decisions made about the dragons. | Social attitudes to crime | Considering peoples’ different lives and backgrounds | Appreciation of contemporary theatre companies | Appreciation of historical genres of performance | Appreciation of theatre |
| **British Values** | Democracy and Responsibility | Law, Respect, Responsibility | Respect and Tolerance | Respect and Tolerance | Respect and Tolerance | Respect and Tolerance |
| **Gatsby 4** | Role and responsibilities of professional theatre makers | Role and responsibilities of professional theatre makers | Role and responsibilities of professional theatre makers | Role and responsibilities of professional theatre makers | Live theatre analysis – analysis of roles of theatre makers | Role and responsibilities of professional theatre makers. Taking on role of set designer. |