|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 2** | **Term 4** | **Term 5** | **Term 6** |
| **Unit Title** | Spooky Stories | (Catch up) Physical theatre/physical theatre practitioners | Overcoming obstacles (PSHE) | Titanic | Alice in Wonderland | Response to Live theatre/Alice in Wonderland costume design project |
| **Sequence** | Teacher in role and character creation (1)Rumours lesson (2)Newspaper report and flyer (comp. room) (3)Soundscape, action narration development (4)Observed performance rehearsal and performance (5-7) | Body as a prop/soundscapes (1-2)Using a fable as a stimulus (3)Creating a story using physical theatre (4)Physical theatre practitioner – Gecko (5)Physical theatre practitioner – Frantic Assembly (6) | AP1 Overcoming obstacles (1)AP1 feedback/Homelessness (2-3)Social media and Mental health (4)Where is the love? (5) | Historical knowledge shared and radio advert created (1-2)Status lesson and creation of class system on board (3-4)Moral dilemma performances (5) | Down the Rabbit Hole (1)The Caterpillar and exploring Wonderland physically (2-3)The Tea Party (4-5) | AP2 preparation (1)AP2 assessment (2)AP2 feedback (3)Costume design project (4-7) |
| **Key Building Blocks** | Teacher in roleImprovisationMusicCharacter DevelopmentStill ImageStage PositioningVocal SkillsUsing StimuliBody as propSoundscapePhysical theatreAction NarrationCross CuttingGenre  | Creating atmosphere/tensionPhysicalityNarrationDialoguePhysical storytellingWorking under a practitioner influenceRound by throughUse of music | Use of motifStill imageThought tunnelWorking from a stimulusStill imageNarrationStorytellingTransitionsCharacter development | ImprovisationHotseatingMovement and GestureMimeStage positioningVocal skillsStatusUsing StimuliPromenade TheatrePhysical skillsAdvertisingCostumeLevelsTableaux | Movement and GestureMimeMusicSlow MotionBody as propPhysical theatreCostume/designPropsLevelsTableauxTraverse StageSynchronisationStylisedLighting Design | Response to live theatreVocal/physical skillsStaging effectsStage configurationsStage directionsTheatre rolesMoodboardResearchCostume design |
| **Retrieval Practices** | Do Now activitiesInterleaved themes | Do Now activitiesLow stakes quizzesInterleaved themes | Do Now activitiesLow stakes quizzesInterleaved themes | Do Now activitiesLow stakes quizzesInterleaved themes | Do Now activitiesLow stakes quizzesInterleaved themes | Do Now activitiesLow stakes quizzesInterleaved themes |
| **Key Skills** | Language & VocabularyStorytellingCharacter Creation and Development | Language & VocabularyStorytellingCharacter Creation and Development | Language & VocabularyEvaluationCharacter Creation and Development | Language & VocabularyEvaluationCharacter Creation and Development | Language & VocabularyEvaluationCharacter Creation and Development | Language & VocabularyWritten communicationAnalysis & Context ApplicationEvaluationDesign |
| **Literacy** | Written & Oral communicationTier 2 & 3 vocab development | Written & Oral communicationTier 2 & 3 vocab development | Written & Oral communicationTier 2 & 3 vocab development | Written & Oral communicationTier 2 & 3 vocab development | Written & Oral communicationTier 2 & 3 vocab development | Written & Oral communicationParagraph & Essay structureTier 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-AssessmentLow stakes quizzesTeacher feedback | Peer & Self-AssessmentLow stakes quizzesTeacher feedback | Peer & Self-AssessmentLow stakes quizzesTeacher feedback | Peer & Self-AssessmentLow stakes quizzesTeacher feedback | Peer & Self-AssessmentLow stakes quizzesTeacher feedback | Peer & Self-AssessmentModel answer comparisonLow stakes quizzesTeacher feedback |
| **Summative Assessment** | N/A at this time of year | 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** | could evoke discussion on ghosts, phantom objects, etc. imaginary scenarios | Appreciation of own body and its capabilities | Links to mercy, empathy. | Understanding historical impact and spiritual links to the tragedy  | Imaginary worlds; fantasy world. Exploring imaginary existences. | Appreciation of performance and imaginary/fantasy worlds |
| **Moral** | Discussion of secrets, rumours, gossip, etc. | Understanding the importance of trust.Fables. | Issue of homelessness and attitudes  | Class system explored | Exploration of the subject matter – young people that behave and do the right things will be rewarded. | Understanding of difficult themes and moral issues in performance |
| **Social** | Team work; exploration of how people interact and react to events; decision making | Team work aspect of physical theatre; understanding the trust and contact involved. | Issue of homelessness and attitudes | Understanding of social status on board and implications that had. | Exploration of social class  | Applying subjective reasoning to performances. |
| **Cultural** | exposes genre of horror | Watching recordings of live theatre  | Issue of homelessness and attitudes | Historical event explored. | Exposure to British Literature | Appreciation of theatre |
| **British Values** | Tolerance and Respect  | Liberty and Respect | Respect, Tolerance, Responsibility | Respect and Tolerance | Mutual Respect & Tolerance  | Tolerance and respect |
| **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 | Role and responsibilities of professional theatre makers | Live theatre analysis – analysis of roles of theatre makers |