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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Unit Title** | Practitioners and styles (1) | Practitioners and styles (2) | Scripted performance (1) | Scripted performance (2) | Lighting project | Response to Live theatre/ Sound project |
| **Sequence** | Comedy (1-2)John Godber – scripted performance (3-6) | Frantic Assembly’s Chair Duets (1-2)Verbatim theatre – Mark Wheeller (3-4)Steven Berkoff (5-6)Bertolt Brecht (7-8) | Choices: 1. **The Last Resort** Soundscape and Body as Prop (1)Mime (2)Characterisation (3)Choral work (4)Projection and presentation (5)Performance (scripted) and evaluation (6)Or 2. **The Stones**Power (1)Consequences and Narration (2)Responsibility and monologue (3)Justice and multiroling (4)Guilty or Not Guilty (5)**Or 3. Girls Like That** Intro to play and themes (1)Exploring group dynamics (2)Exploring the script for performance (3-6)Note AP1 will take place during week 2  | Choices: 1. **The Last Resort** Soundscape and Body as Prop (1)Mime (2)Characterisation (3)Choral work (4)Projection and presentation (5)Performance (scripted) and evaluation (6)Or 2. **The Stones**Power (1)Consequences and Narration (2)Responsibility and monologue (3)Justice and multiroling (4)Guilty or Not Guilty (5)**Or 3. Girls Like That** Intro to play and themes (1)Exploring group dynamics (2)Exploring the script for performance (3-6)Note AP1 will take place during week 2 | Lighting design fundamentals (1-2)Elements of Lighting (3-4)Mini project (5-7) | AP2 preparation (1)AP2 written assessment (2)AP2 feedback (3)Sound design fundamentals (4-5)Sound design mini project (6-7) |
| **Key Building Blocks** | Genre – comedy (observational and physical)PhysicalityVoiceCharacterPaceExaggerationTimingSituationContrastImprovisationMimeMovement and GestureMusicScripted PerformanceMinimal/multifunctional set and propsDirect addressMulti roleSocial message | Physical theatreMusicChair duetMovementVerbatimScripted performanceStage directionsStylised movement Use of still image to ‘mark the moment’LightingCostumeMusicPropsPhysical theatreTempoEnsembleStylised movementAlienationPlacardsDistancing techniquesDidacticDirect AddressSplit RoleMulti roleNarration/third person narrationSpeaking stage directionsUsing a stimulusSocial/Political message | All:Script workStage directions/stage positioningStage configurationsTheatre roles1.SoundscapeBody as a propMimeCharacterisationVocal skillsBody languageSynchronisationChoral Work2.Exploring subtextPhysical skillsMonologueStill imageNarration MulitroleHotseatingConscience Alley3.ProxemicsPhysicalityStill imageUse of levelsSoundscapeSpace and positioningThought trackingMarking the momentBlockingCrosscuttingProjection | All:Script workStage directions/stage positioningStage configurationsTheatre roles1.SoundscapeBody as a propMimeCharacterisationVocal skillsBody languageSynchronisationChoral Work2.Exploring subtextPhysical skillsMonologueStill imageNarration MulitroleHotseatingConscience Alley3.ProxemicsPhysicalityStill imageUse of levelsSoundscapeSpace and positioningThought trackingMarking the momentBlockingCrosscuttingProjection | Role of lighting designerLighting design processElements of lightingResearch Mini lighting projectCue Sheet | Response to live theatreVocal/physical skillsStaging effectsStage configurationsStage directionsTheatre rolesSound 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 & VocabularyEvaluationScript workCharacter Creation and Development | Language & VocabularyEvaluationScriptworkCharacter Creation and Development | Language & VocabularyEvaluationScript workCharacter Creation and Development Character Creation and Development | Language & VocabularyEvaluationScript workCharacter Creation and Development | Language & VocabularyWritten communicationAnalysis & Context ApplicationEvaluationDesign | 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 | Warm-up and focus games |
| **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 and knowledge based assessment | N/A at this time of year | N/A at this time of year | AP2 Written assessment  |
| **Spiritual** | Stock Characters – giving a stereotype a meaning | Links to mercy, empathy. | Stock Characters – giving a stereotype a meaning | Understanding social impact of event.  | Imaginary worlds; fantasy world. Exploring imaginary existences. | Appreciation of performance and imaginary/fantasy worlds |
| **Moral** | Social and Moral issues explored by texts | Issues of missing persons and social responsibility | Exploring social commentary on different groups. | Moral decisions about consequences for actions of the characters | Understanding of difficult themes and moral issues in performance | Understanding of difficult themes and moral issues in performance |
| **Social** | Social and Moral issues explored by texts | Issues of missing persons and social responsibility | Exploring social commentary on different groups. | Understanding of social status and challenging stereotypes | Applying subjective reasoning to performances. | Applying subjective reasoning to performances. |
| **Cultural** | Exposure to British comedy script and fundamentals of performance | Issues of missing persons and social responsibility | Exploration of script and British Seaside resorts | Real life cultural issues and divides explored | Appreciation of theatre  | Appreciation of theatre |
| **British Values** | Tolerance and Respect  | Respect, Tolerance, Responsibility | Liberty and Respect | Law, Respect, Responsibility | Law, Tolerance, respect  | Tolerance and respect |
| **Gatsby 4** | Analysis of and mirroring the work of practitioners | Analysis of and mirroring the work of practitioners | 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 |