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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)  Physicality  Voice  Character  Pace  Exaggeration  Timing  Situation  Contrast  Improvisation  Mime  Movement and Gesture  Music  Scripted Performance  Minimal/multifunctional set and props  Direct address  Multi role  Social message | Physical theatre  Music  Chair duet  Movement  Verbatim  Scripted performance  Stage directions  Stylised movement  Use of still image to ‘mark the moment’  Lighting  Costume  Music  Props  Physical theatre  Tempo  Ensemble  Stylised movement  Alienation  Placards  Distancing techniques  Didactic  Direct Address  Split Role  Multi role  Narration/third person narration  Speaking stage directions  Using a stimulus  Social/Political message | All:  Script work  Stage directions/stage positioning  Stage configurations  Theatre roles  1.Soundscape  Body as a prop  Mime  Characterisation  Vocal skills  Body language  Synchronisation  Choral Work  2.Exploring subtext  Physical skills  Monologue  Still image  Narration  Mulitrole  Hotseating  Conscience Alley  3.Proxemics  Physicality  Still image  Use of levels  Soundscape  Space and positioning  Thought tracking  Marking the moment  Blocking  Crosscutting  Projection | All:  Script work  Stage directions/stage positioning  Stage configurations  Theatre roles  1.Soundscape  Body as a prop  Mime  Characterisation  Vocal skills  Body language  Synchronisation  Choral Work  2.Exploring subtext  Physical skills  Monologue  Still image  Narration  Mulitrole  Hotseating  Conscience Alley  3.Proxemics  Physicality  Still image  Use of levels  Soundscape  Space and positioning  Thought tracking  Marking the moment  Blocking  Crosscutting  Projection | Role of lighting designer  Lighting design process  Elements of lighting  Research  Mini lighting project  Cue Sheet | Response to live theatre  Vocal/physical skills  Staging effects  Stage configurations  Stage directions  Theatre roles  Sound 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  Evaluation  Script work  Character Creation and Development | Language & Vocabulary  Evaluation  Scriptwork  Character Creation and Development | Language & Vocabulary  Evaluation  Script work  Character Creation and Development Character Creation and Development | Language & Vocabulary  Evaluation  Script work  Character Creation and Development | Language & Vocabulary  Written communication  Analysis & Context Application  Evaluation  Design | 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 | Warm-up and focus games |
| **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  Model answer comparison  Low stakes quizzes  Teacher 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 |