

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Autumn Half Term 1</b>  <b>and</b>  <b>Autumn Half Term 2</b>	<p><b>Responding to Stimulus</b> Pupils recap what is meant by stimuli, the various types of stimuli and how to be creative when using one.</p> <p><b>Theatre Styles:</b></p> <p><b>Naturalism</b> Naturalistic acting; Emotion Memory; Action Memory; Subtext; The Magic if</p> <p><b>Epic Theatre</b> Placards/projections; Direct address Circular narrative; Multirole, split role, shared role; Speaking the stage directions; Third person narration Montage</p> <p><b>Stylised Theatre</b> Still Image/thought track Voices in the head; Cross cutting Chair duets; Body as Props Soundscape; Ensemble work</p> <p><b>Rehearsal Methods:</b> Improvisation; Hotseating; Role on the wall</p> <p><b>Devising Logs</b></p> <ul style="list-style-type: none"> <li>Responding to stimulus</li> <li>Development and collaboration</li> <li>Analysis and evaluation</li> </ul>	<p>Pupils will devise a short performance in each theatrical style using a range of stimuli. Pupils are given verbal feedback on their practical work after each performance and also during rehearsals. Pupils are informed of their strengths and next steps. Pupils respond to feedback by improving their work practically.</p> <p>Pupils develop their written skills by creating mock written logs using scaffolding to support them. This will centre around responding to stimulus (Naturalism), development and collaboration (Epic Theatre) and Analysis and Evaluation (Stylised Theatre)</p> <p>Pupils will be given written feedback on strengths and areas for development. Pupils will then use MAD time to amend their work.</p>	<p>This follows on from work completed on devising and practitioners at ks3. Pupils will recap and build on their knowledge. This will be fundamental for the devising unit but also for texts in practice.</p> <p><b>Declarative:</b> Knowledge of practitioners and theatre history features of theatrical styles.</p> <p><b>Procedural:</b> Devising strategies, blocking, ensemble skills, vocal and physical skills, characterisation skills, rehearsing and refining.</p> <p><b>Disciplinary:</b> Analysis and evaluation of their own work.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Use of reading progress to set reading about styles and practitioners.</li> <li>Reading WAGOLLS</li> </ul> <p><b>Oracy:</b></p> <ul style="list-style-type: none"> <li>Learning through talk-discussions on prior learning, discussions when evaluating using talk tactics/bullseye.</li> <li>Group discussions to communicate and negotiate ideas</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writing mini mock devising logs.</li> <li>Scaffolding slowly taken away.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Recap key words from KS3 and learn new terminology</li> <li>Glossaries given</li> <li>Low stakes key words tests.</li> </ul>

<p><b>Spring Half Term 3  and  Spring Term 4</b></p>	<p><b>Unit 2 Devising Drama-40% of overall qualification.</b></p> <p>Pupils will work in groups to devise a piece of Drama 5-20 minutes in length. They will be given a choice of stimuli to respond to. They will choose what styles of Drama and what Drama Strategies to include. They will create a devising log individually that focuses on</p> <ul style="list-style-type: none"> <li>• Responding to stimulus</li> <li>• Development and collaboration</li> <li>• Analysis and Evaluation</li> </ul>	<p>Feedback and assessment in line with AQA policy and JCQ guidance regarding Devising Drama. Feedback largely centres around the suitability of the pupils response to the task.</p>	<p>The skills learned both in KS3 and in the previous term prepare pupils for this unit.</p> <p><b>Declarative:</b> Pupils learn about the issue they are exploring via independent research.</p> <p><b>Procedural</b> Devising skills, drama strategies, characterisation, blocking</p> <p><b>Disciplinary</b> Analysing own work and setting targets, discussing pros and cons of staging types, "thinking like a director"</p>	<p><b>Reading:</b> Researching chosen stimulus</p> <p><b>Writing:</b> Creating devising log, explaining and analysing and evaluating.</p> <p><b>Oracy:</b> Group discussions, negotiations, target setting</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Pupils encouraged to use key words in devising logs</li> </ul>
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<p><b>Summer Half Term 5</b></p>	<p><b>Understanding Drama: Theatre Roles and terminology</b></p> <p><b>Learning will focus on different types of staging and the pros and cons:</b></p> <ul style="list-style-type: none"> <li>• Promenade Theatre</li> <li>• Proscenium Arch Theatre</li> <li>• End on Theatre</li> <li>• Theatre in the Round</li> <li>• Traverse Theatre</li> <li>• Thrust Theatre</li> <li>• Stage positioning</li> </ul> <p><b>Understanding Drama: Blood Brothers</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Characters</li> <li>• Context</li> <li>• Themes</li> </ul>	<p>Pupils will make notes that will be acknowledged by the teacher. Pupils will take part in low stakes assessments such as short key words tests and the use of show me boards. Pupils will complete practice theatre roles and terminology questions which will be self-assessed.</p> <p>Pupils will also complete practical docu-drama style performances to demonstrate their understanding of narrative, characters, context and themes. Pupils will be provided with verbal feedback on this work regarding strengths and areas for development.</p>	<p>Pupils recap stage positioning and staging configurations from KS3 and develop new knowledge. Pupils learn key information about Blood Brothers before they begin to start answering exam questions.</p> <p><b>Declarative:</b> Learning definitions of stage types and pros and cons, themes, social and historical context, characters and narrative.</p> <p><b>Procedural:</b> how to stage theatre in different configurations.</p> <p><b>Disciplinary:</b> Analysis of how meaning is communicated.</p>	<p><b>Reading</b> Various reading strategies will be used such as echo reading, mumble reading and choral reading to read key extracts from Blood Brothers and WAGOLLS.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Glossaries will be given.</li> <li>• Pupils will be introduced to key terminology and how to use it in context.</li> <li>• Low stakes key words tests embed.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Pupils will discuss their opinions on the characters using talk tactics.</li> <li>• Pupils will be encouraged to verbalise their answers before writing.</li> <li>• Voice 21 bullseye activities will be used to encourage pupils to use a range of theatre terminology when describing their ideas.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Pupils will summarise their learning regarding narrative, characters, context and themes.</li> </ul>
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<p><b>Summer Half Term 6</b></p>	<p><b>Understanding Drama: Theatre roles and terminology</b> Job roles and responsibilities:</p> <ul style="list-style-type: none"> <li>• playwright</li> <li>• performer</li> <li>• understudy</li> <li>• lighting designer</li> <li>• sound designer</li> <li>• set designer</li> <li>• costume designer</li> <li>• puppet designer</li> <li>• technician</li> <li>• director</li> <li>• stage manager</li> <li>• theatre manager.</li> </ul> <p><b>Understanding Drama: Blood Brothers</b></p> <ul style="list-style-type: none"> <li>• Physical skills</li> <li>• Vocal Skills</li> <li>• Spatial skills</li> <li>• Scene analysis</li> <li>• Structuring 8-, 12- and 20-mark answers.</li> </ul>	<p>Pupils will complete practice theatre roles and terminology questions which will be self-assessed</p> <p>Pupils will complete mocks on the 8-, 12- and 20-mark questions. This will be assessed by the teacher and strengths and next steps identified. Whole class feedback will also be given to the class identifying common areas for development.</p>	<p><b>Pupils build on their knowledge of jobs roles from the theatre evaluation unit they completed in year 8. Pupils build on their knowledge and understanding of Blood Brothers.</b></p> <p><b>Declarative:</b> Learning job roles and responsibilities</p> <p><b>Procedural:</b> Pupils learn how to structure their answers and how to interpret command words and how to apply their learning to various different characters and extracts.</p> <p><b>Disciplinary:</b> Thinking like a director, analysing how meaning is communicated.</p>	<p><b>Reading</b> Various reading strategies will be used such as echo reading, mumble reading and choral reading to read key extracts from Blood Brothers and WAGOLLS.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Glossaries will be given.</li> <li>• Pupils will be introduced to key terminology and how to use it in context.</li> <li>• Low stakes key words tests embed.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Pupils will discuss their opinions on the characters using talk tactics.</li> <li>• Pupils will be encouraged to verbalise their answers before writing.</li> <li>• Voice 21 bullseye activities will be used to encourage pupils to use a range of theatre terminology when describing their ideas.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Pupils will be given scaffolding such as sentence starters and structures which will slowly be taken away. WAGOLLS will be shared.</li> </ul>
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