



I N D E P E N D E N C E KNOWLEDGE / LITERACY / NUMERACY / ORACY / AGENCY	C O N T E N T / T O P I C S / C O N C E P T S	Year 7 Physical & Vocal skills Breaking down elements of physical acting and vocal acting and bring them together through physical theatre and narration. Melodrama Introduction to style and genre in drama. Exploring theatre to film in drama. Incorporating techniques of mime, music and visual aids to communicate characterisation, plot and theme. Our Day Out Focusing on characterisation, plot and themes within a play text. Bringing together previous knowledge of physical and vocal skills to explore on and off text scenes.	Year 8 Fame Using a variety of stimuli to explore the positive and negative aspects of fame. Developing knowledge and skills within theatrical conceptions to explore, characterisation, plot and themes. Crime & Punishment Using the stimulus of evidence of a crime to infer the 5 W's to solve the crime through use of previous learnt theatrical conceptions and developing knowledge and experience of new ones to represent a character through physical and vocal skills. Social Media Devised Exploring the effects of social media from different perspectives of society. Incorporating previous skills learnt to devise independently as a small working group.	Year 9 Peer Pressure Building on knowledge of characterisation, plot and themes within a performance to use imagination and interpretations to devise own character and situations and bring to life through range of physical and vocal skills. Play text Recalling previous knowledge of play text and looking at more complex characters, plot and themes—social, historical and cultural context. Using knowledge of character/ text to explore themes practically and script in role, TIE Group production company—guided learning stirring towards GCSE Devising unit. Creating a performance piece based on theme—pupils creating own characters, structuring a performance that requires the use of a variety of theatrical conceptions, vocal and physical skills.	Year 10 Skills workshops Recall and independent use of theatrical conceptions, Theatrical elements, Theatre Practitioners Introduction to the variety of styles and forms in theatre through practical exploration. Play text C2 Practical mock Exploring, learning and performing two extracts from one play text. Utilising knowledge of characterisation, plot, theme, style and genre and communicating it through use of physical and vocal skills. C3 Section A DNA & Theatre Analysis Focus on written exam—practical and written exploration of set text from a performer, director and designers perspective. Watching and exploring live theatre—evaluation and analysing use of acting and theatrical elements. C1 Devised from stimulus, exam practical/portfolio Using all previously learnt knowledge and skills to explore stimuli to devised a group performance piece with a supporting written portfolio which explores the process and evaluates and analyses the end performance.	Year 11 C1 Devised Performance Continuation of Devised work from year 10— improve and refine performance work from verbal and written feedback. Improve and refine written portfolio 1st draft from teacher guidance . Play text C2 Exam Utilising knowledge of characterisation, plot, theme, style and genre and communicating it through use of physical and vocal skills. Read/ watch a whole play text and research, rehearse and perform under exam conditions two contrasting extracts— monologue, duologue or group. C3 Section A DNA & Section B Live Theatre revision/ practice past papers Revise and recall knowledge of set text characters, themes and plot from a performer, director and designer view point—past paper practice for written exam. Use past paper questions on live theatre to refine notes for examination. Practice past exam questions—walking talking mock.
	V O C A B U L A R Y	Vocal skills Evaluate Physical skills Theatrical elements Character Rehearsal Plot Genre Improvisation Style Off text Script Performance Audience Rehearsal techniques	Theatrical conceptions Stimulus Structure Devising Interpretation Evaluate Analyse Content Audience Rehearsal	Contrast Audience Style Rehearsal Characters Theatrical conceptions Plot Themes Emotion Genre Scene Evaluate Analyse	Theatre Practitioner Style Analyse Form Text Staging Contrast Director Stimulus Designer Characterisation Performer Evaluate Devised Genre Portfolio Theatrical elements Theatrical conceptions	Practitioner Evaluate Style Analyse Form Text Staging Contrast Director Stimulus Designer Characterisation Performer Genre Devised Theatrical elements Portfolio Theatrical conceptions
	S K I L L S	Physical skills Vocal skills Theatrical conceptions Theatrical elements Devising Scripting	Physical skills Vocal skills Theatrical conceptions Theatrical elements Devising Scripting	Physical skills Vocal skills Theatrical conceptions Theatrical elements Devising Scripting	Physical skills Interpretation of stimulus Vocal skills Interpretation of play text Theatrical conceptions Actors perspective Theatrical elements Designers perspective Devising Directors perspective Evaluating Analysing	Physical skills Interpretation of stimulus Vocal skills Interpretation of play text Theatrical conceptions Actors perspective Theatrical elements Designers perspective Devising Directors perspective Evaluating Analysing
	A S S E S S M E N T	Formative assessment through out each unit through verbal feedback and IACTS from teacher and peer and self assessment. Summative assessment at the end of each unit through practical performance and written test or evaluation.	Formative assessment through out each unit through verbal feedback and IACTS from teacher and peer and self assessment. Summative assessment at the end of each unit through practical performance and written test or evaluation.	Formative assessment through out each unit through verbal feedback and IACTS from teacher and peer and self assessment. Summative assessment at the end of each unit through practical performance and written test or evaluation.	Projects are assessed verbally and through IACTS throughout the development and rehearsal process. Each performance piece is graded against the mark scheme of the relevant component from the GCSE syllabus. Written work is assessed by the relevant component from the GCSE syllabus.	Projects are assessed verbally and through IACTS throughout the development and rehearsal process. Each performance piece is graded against the mark scheme of the relevant component from the GCSE syllabus. Written work is assessed by the relevant component from the GCSE syllabus.

A T T I T U D E

Understanding others, behaviour and attitudes, SMSC, PHSE

In the Expressive Arts there are lots of opportunities to create and develop positive attitudes. We work and build on a culture of independence and collaboration with our students. They are encouraged to be independent and work in rooms outside the main teaching classroom be it in the Art studio room, taking drama and dance into other practical areas or within music using the different rehearsal rooms. They learn how to behave toward each other and collaborate successfully. We offer lots of opportunity for cultural capital through SOL and trips and events. Positive attitudes are developed as students learn how to appraise their own and others work critically but positively. The Arts raise questions about self and the wider world and we enable students to explore these in are EArts disciplines.

R E S I L I E N C E

Character, personal Development, wellbeing and CIAG

Students are encouraged to be resilient, learn from mistakes and recognise that as part of their growing development it is okay not to be able to do everything straight away. We build confidence through getting students to perform and show work in a safe and supportive environment. Students grow in character through work they do in the Expressive Arts and this impacts on their wider school experience. The Arts provide an important outlet for students to expressive themselves and push themselves to be the best they can be. We as a faculty provide students with opportunities to show what they can do which raises their self belief and confidence.