

Performing Arts Long Term Plan

	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<p>Theme: Murder mystery</p> <p>Lesson Skills Sequence</p> <p>1 Introduction to genre and the 9 key features of a murder mystery 4 Developing monologues from stimulus and vocal skills 2 Developing performance from a stimulus – Focus on characterisation and props 5 Developing monologues from stimulus – Vocal skills and physicality 3 Create individual monologue based on characters 6 Use of set to create meaning</p> <p>Knowledge content covered:</p> <p>Script reading, role on the wall, thought tracking, magic if, projection, body language and gesture, vocal control, performance, rehearsals, devising, unsung heroes, confidence, team work, timings, stage direction, history of theatre, characterisation, written reflections, peer and self-assessment. as well as:</p> <ul style="list-style-type: none"> • reproducing repertoire or responding to stimuli • effective ways of working in the Performing Arts, such as <p>Personal skills development:</p> <ul style="list-style-type: none"> • Confidence • Empathy • Understanding of others • Situational awareness • Hand to eye co-ordination • Memory recall • Physical awareness • Positive choices • Problem solving 	<p>Theme: Murder mystery</p> <p>Knowledge content covered:</p> <p>Script reading, role on the wall, thought tracking, magic if, projection, body language and gesture, vocal control, performance, rehearsals, devising, unsung heroes, confidence, team work, timings, stage direction, history of theatre, characterisation, written reflections, peer and self-assessment. as well as:</p> <ul style="list-style-type: none"> • reproducing repertoire or responding to stimuli • effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance • personal management and communication • knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles. <p>Personal skills development:</p> <ul style="list-style-type: none"> • Confidence • Empathy • Understanding of others • Situational awareness • Hand to eye co-ordination • Memory recall • Physical awareness • Positive choices • Problem solving 	<p>Theme: Production roles</p> <p>Knowledge content covered:</p> <p>Understanding roles within the creative arts industry, makeup design, costume design, set design, effective use of space, job requirements, job analysis, research into productions of Lord of the Flies, characterisation, annotations, understanding how all roles work together as a team, working to a brief, working from a stimulus, signifiers.</p> <ul style="list-style-type: none"> • reproducing repertoire or responding to stimuli • effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance • personal management and communication • knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles. <p>Personal skills development:</p> <ul style="list-style-type: none"> • Confidence • Empathy • Understanding of others • Situational awareness • Hand to eye co-ordination • Memory recall • Physical awareness • Positive choices 	<p>Theme: Performing Texts- Introduction</p> <p>Skills covered:</p> <p>The overall aim of this unit is to understand exactly how dialogue / conversation works, how this is reflected in good dramatic writing and how an actor 'lifts' such speech 'off the page'. This is important for those wishing to work in the theatre or as performers more widely. The ability to sight read competently and bring dialogue to life is essential for most television, film, radio, voice over and commercial work. The introductory part of the unit is designed enable students to develop the analytical skills that will allow them to truly understand and grasp the text.</p> <p>Learners will be able to:</p> <p>Describe the context of two texts – one modern and one classic – and the purpose of one scene from each Describe the writers' use of language, identifying demands it places on the performer Describe how the writer communicates role/character through language</p> <p>Skills taught:</p>	<p>Theme: Live Performance- Exploration</p> <p>Skills covered:</p> <p>The overall aim of this unit is to give learners the opportunity to explore all the skills required for a live performance. These range from planning, rehearsing and the performance itself to the reflection required post-performance to ensure continual development as performers. By undergoing the process of preparing for a live performance, learners will have the opportunity to experience the variety of activities and skills required to bring a performance together.</p> <p>Learners will be able to:</p> <p>Describe personal aims in relation to the live performance including own image, repertoire and audience expectation Propose ideas for the performance that incorporates your chosen discipline: acting or dance Produce a production plan to meet the needs of an agreed brief Analyse Health & Safety issues in the context of a live performance</p> <p>Skills taught:</p>

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<p>development of ideas, rehearsal and performance</p> <ul style="list-style-type: none"> • personal management and communication • knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles. <p>Personal skills development:</p> <ul style="list-style-type: none"> • Confidence • Empathy • Understanding of others • Situational awareness • Hand to eye co-ordination • Memory recall • Physical awareness • Positive choices • Problem solving • Patience • Behaviour analysis • Leadership • Creativity <p>This will support students social, emotional and cultural aspects of learning by:</p> <p>Using creative and imaginative role play situations, pupils can explore their own and others’ feelings about a range of cultural and human issues.</p> <p>Will develop communication skills and team building skills when they</p>	<ul style="list-style-type: none"> • Patience • Behaviour analysis • Leadership • Creativity <p>This will support students social, emotional and cultural aspects of learning by:</p> <p>Drama enables pupils to negotiate situations both in and out of role. By engaging in a range of dramatic activities, they develop their understanding of the world.</p> <p>Using creative and imaginative role play situations, pupils can explore their own and others’ feelings about a range of cultural and human issues.</p> <p>Will develop communication skills and team building skills when they learn to employ the strategies of hot seating, tableau, freeze frame, thought tracking and conscience alley.</p> <p>By exploring voice, movement, gesture and facial expression, they develop their dramatic skills. They learn to make meaning clear for themselves and perhaps for an audience – such as their peers – as well.</p> <p>Cross-Curricular links: English</p> <ul style="list-style-type: none"> • Language terms such as fore shadowing, red herring • Exploring genre • Verbal communication and discussion • Key words and understanding • Understanding character 	<ul style="list-style-type: none"> • Problem solving • Patience • Behaviour analysis • Leadership • Creativity <p>This will support students social, emotional and cultural aspects of learning by:</p> <p>Drama enables pupils to negotiate situations both in and out of role. By engaging in a range of dramatic activities, they develop their understanding of the world.</p> <p>Using creative and imaginative role play situations, pupils can explore their own and others’ feelings about a range of cultural and human issues. They learn to employ the strategies of hot seating, tableau, freeze frame, thought tracking and conscience alley.</p> <p>By exploring voice, movement, gesture and facial expression, they develop their dramatic skills. They learn to make meaning clear for themselves and perhaps for an audience – such as their peers – as well.</p> <p>Cross-Curricular links: English</p> <ul style="list-style-type: none"> • Verbal communication and discussion • Key words and understanding and how to use them appropriately • Annotating own design ideas • Peer and self-assessment of work • Understanding character <p>Maths</p> <ul style="list-style-type: none"> • Wages 	<p>What constitutes a modern/contemporary text? What constitutes a classical text? Vocal and physical warm up exercises. Understanding the importance of warm up exercises. How to annotate a script effectively. How to research a piece of text? What is the playwright trying to say to his/her audience? How has the playwright’s background influenced their writing?</p> <p>Learners will examine an extract from ‘After the End’ By Dennis Kelly. Using this text as a model they will understand the research and development process of bringing a character and an extract to life.</p> <p>Through this process students will:</p> <ul style="list-style-type: none"> • Understand how to learn lines for acted text in advance of a filmed performance. • Understand how to interpret and analyse text in a piece of dramatic writing. • Understand the importance of research in terms of being able to portray a character and produce an effective performance. 	<p>Appropriate knowledge of repertoire for performance Understanding the nature of the performance and the performance environment Understanding of the relevant personal equipment required for performance Ability to perform repertoire as required Ability to safely and efficiently set up personal equipment for performance as required Strategies for overcoming nerves</p> <p>Students will begin the exploration phase of the external brief. They will develop skills to help them understand how to devise theatre and know how to work collaboratively, how to plan and be aware of Health and Safety issues.</p> <p>Through this process students will demonstrate:</p> <ul style="list-style-type: none"> • Appropriate knowledge of repertoire for performance • Understanding the nature of the performance and the performance environment • Understanding of the relevant personal equipment required for performance
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<p>learn to employ the strategies of hot seating, tableau, freeze frame, thought tracking and conscience alley.</p> <p>By exploring voice, movement, gesture and facial expression, they develop their dramatic skills. They learn to make meaning clear for themselves and perhaps for an audience – such as their peers – as well.</p> <p>Cross-Curricular links: English</p> <ul style="list-style-type: none"> •Language terms such as fore shadowing, red herring •Exploring genre •Verbal communication and discussion •Key words and understanding •Understanding character <p>Maths</p> <ul style="list-style-type: none"> •Timings •Rhythm <p>Science</p> <ul style="list-style-type: none"> •Human anatomy •Criminology – Understanding the suspects and the murder weapon •Sociology – Understanding the human condition <p>Humanities</p> <ul style="list-style-type: none"> •Location •Settings •Local dialect •History of murder mystery - Genre •Criminals over time (weapons used) <p>Careers links:</p>	<p>Maths</p> <ul style="list-style-type: none"> •Timings •Rhythm <p>Science</p> <ul style="list-style-type: none"> •Human anatomy •Criminology – Understanding the suspects and the murder weapon •Sociology – Understanding the human condition <p>Humanities</p> <ul style="list-style-type: none"> •Location •Settings •Local dialect •History of murder mystery - Genre •Criminals over time <p>Careers links:</p> <ul style="list-style-type: none"> • Students will look at the roles within the performing arts industry such as actor, director set designer. Students will learn and experience these roles as part of a team and as an individual through their exploration of the theme ‘Murder Mystery • attitudes that are considered most important in the Performing Arts, including personal management and communication’ • process that underpins effective ways of working in the Performing Arts, such as development of ideas • development of key skills that prove Students aptitude in Performing Arts such as responding to stimuli. 	<ul style="list-style-type: none"> •Budgeting and the concept of money •Profit •Shape •proportions •3D form <p>Humanities</p> <ul style="list-style-type: none"> •Economy – wages and living costs •How this changes for each role and over time <p>Art</p> <ul style="list-style-type: none"> •Design ideas to create costume, makeup and set designs •Links to Art SOL – Portraits •Use of colour •3D models – Homework project <p>Careers links:</p> <ul style="list-style-type: none"> • Students will look at the roles within the performing arts industry such as actor, director set designer. Students will learn and experience these roles as part of a team and as an individual through their exploration of the theme ‘Murder Mystery • attitudes that are considered most important in the Performing Arts, including personal management and communication’ • process that underpins effective ways of working in the Performing Arts, such as development of ideas • development of key skills that prove Students aptitude in Performing Arts such as responding to stimuli. 	<p>Learners will produce preparatory work including a fully annotated version of the script, character analysis and research into the playwright.</p> <p>Having gained this experience student will then be able to select their own contemporary monologue (and later their own classical) to begin development for their own performance.</p> <p>Careers Links:</p> <p>All assignments are vocationally based. The assignment brief clearly states “You have successfully auditioned as an actor for ‘The Limelight Theatre Company’, congratulations. You will train as an actor using your voice, gesture, posture developing your physical and performance skills. You will also discover how you can embrace and become a character in a play, how to learn lines and recall them in an authentic performance”. The entire unit requires the student to approach the texts as a professional actor would. The current focus is research and modelling of the process.</p>	<ul style="list-style-type: none"> • Ability to perform repertoire as required • Ability to safely and efficiently set up personal equipment for performance as required • Strategies for overcoming nerves <p>Techniques for communicating with other performers/the audience presentation skills</p> <p>Learners will be shown how to produce preparatory work including exploration of the theme given in the external brief, initial responses, research, health and safety considerations, rehearsal schedule and planning.</p> <p>Having gained this experience students will then be able to select their idea based on the theme working in groups preferably (or as an individual if necessary). Using the plan they will produce they can then begin development for their own performance.</p> <p>Careers Links:</p> <p>All assignments are vocationally based. The assignment brief will give the students a vocational scenario in which to create a performance based on the given theme. This scenario may include the students being a member of a</p>
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	<ul style="list-style-type: none"> Students will look at the roles within the performing arts industry such as actor, director set designer. Students will learn and experience these roles as part of a team and as an individual through their exploration of the theme 'Murder Mystery attitudes that are considered most important in the Performing Arts, including personal management and communication' process that underpins effective ways of working in the Performing Arts, such as development of ideas development of key skills that prove Students aptitude in Performing Arts such as responding to stimuli. <p>Communication skills, team work, problem solving, leadership, imagination, self-expression, confidence, independent thinking</p>	<p>Communication skills, team work, problem solving, leadership, imagination, self-expression, confidence, independent thinking</p>	<p>Communication skills, team work, problem solving, leadership, imagination, self-expression, confidence, independent thinking</p>		<p>professional theatre company or producing original work as part of a commission by an organisation. This will vary in each external brief but will always be vocationally based.</p>
<p>Term 2</p>	<p>Theme: Comedy Skills covered:</p> <p>Lesson Skills Sequence</p> <p>1 Introduction to genre – Comedy 4 Slapstick Techniques</p>	<p>Theme: Comedy Skills covered:</p> <p>Script reading, script writing, projection, body language and gesture, vocal control, performance, rehearsals, devising, unsung heroes, confidence, team work, timings,</p>	<p>Theme: Theatre masks and puppets Skills covered: Making a puppet, responding appropriately to text, vocal skills, ability to use masks or puppets, the ability to move or operate effectively,</p>	<p>Theme: Unit 212 -Performing Texts- Developing Performance Skills covered: The aims of this section of the unit are to enable the development of skills necessary for analysing a piece of dialogue in dramatic writing and</p>	<p>Theme: Unit 201E –Live Performance- Rehearsal and Development Skills covered: The aims of this section of the unit are to enable the development of devising skills in order for learners</p>

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<p>2 The classics – British values 5 The different types of humour 3 Understanding Melodrama 6 Assessment</p> <p>Script reading, script writing, projection, body language and gesture, vocal control, performance, rehearsals, devising, unsung heroes, confidence, team work, timings, stage direction, history of theatre, physicality, mime, melodrama, rhythm, pitch, tone, pace, written reflections, characterisation, peer and self-assessment, critical reflections and reviews. as well as:</p> <ul style="list-style-type: none"> • reproducing repertoire or responding to stimuli • effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance • personal management and communication • knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles. <p>Personal skills development:</p> <ul style="list-style-type: none"> • Confidence • Empathy • Understanding of others • Situational awareness 	<p>stage direction, history of theatre, physicality, mime, melodrama, rhythm, pitch, tone, pace, written reflections, characterisation, peer and self-assessment, critical reflections and reviews. as well as:</p> <ul style="list-style-type: none"> • reproducing repertoire or responding to stimuli • effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance • personal management and communication • knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles. <p>Personal skills development:</p> <ul style="list-style-type: none"> • Confidence • Empathy • Understanding of others • Situational awareness • Hand to eye co-ordination • Memory recall • Physical awareness • Positive choices • Problem solving • Patience • Behaviour analysis • Leadership • Creativity <p>Using creative and imaginative role play situations, pupils can explore their own and others’ feelings about a range of cultural and human issues. They learn to</p>	<p>understanding the possibilities of mask puppet work, researching exemplar repertoire, acting informed by the use of masks or puppets, design and construction, health and safety in the use of tools and materials, creating characters, techniques for overcoming nerves, both verbal and non-verbal communication, personal reflection, peer assessment, time management skills.</p> <ul style="list-style-type: none"> • reproducing repertoire or responding to stimuli • effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance • personal management and communication • knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles. <p>Personal skills development:</p> <ul style="list-style-type: none"> • Confidence • Empathy • Understanding of others • Situational awareness • Hand to eye co-ordination • Memory recall • Physical awareness • Positive choices • Problem solving • Patience • Behaviour analysis • Leadership • Creativity <p>Using creative and imaginative role play situations, pupils can explore their own</p>	<p>to focus on how the student will be able to perform it appropriately. Learners will demonstrate practical experience in these skills, using both a modern and a classical text</p> <p>Learners will be able to:</p> <p>Describe techniques for ‘lifting’ text off the page in order to convey the role/character</p> <p>Perform the chosen scenes from the modern and classic text by:</p> <p>a. Using spoken dialogue and related movement</p> <p>b. Demonstrating effective vocal skills including pace, tone, clarity, articulation, rhythm and musicality</p> <p>c. Appropriately interpreting the character</p> <p>Skills taught</p> <ul style="list-style-type: none"> • Vocal techniques- exploring tone, accent, volume, pitch, pace, emotion. • Movement techniques- exploring facial expressions, physicality, gesture, body language, subtext, use of proxemics/set, use of props. • How to use research as the basis for interpretation of the character. • Be able to apply directorial feedback and refine performance. <p>Using skills developed by exploring ‘After the End’ students will explore their own monologue selections. They will begin firstly with the modern piece and then progress to</p>	<p>to realise their intentions, develop characters, storyline and performance in relation to the given theme as outlined in the external brief.</p> <p>Learners will be able to:</p> <p>Work with others to plan and rehearse the performance</p> <p>Present a performance to a target audience</p> <p>Demonstrate acting skills during the performance</p> <p>Skills taught:</p> <p>Vocal Skills</p> <ul style="list-style-type: none"> • Understanding of relevant stylistic characteristics in relation to projection of the voice • Vocal techniques appropriate to the context of the live performance- exploring tone, accent, volume, pitch, pace, emotion. <p>Acting Skills</p> <ul style="list-style-type: none"> • Understanding of relevant stylistic characteristics in relation to being in character • Acting techniques appropriate to performing to a live audience; such as projection of the voice and the use of accents where appropriate • The ability to memorise lines for the performance
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<ul style="list-style-type: none"> • Hand to eye co-ordination • Memory recall • Physical awareness • Positive choices • Problem solving • Patience • Behaviour analysis • Leadership • Creativity <p>Drama enables pupils to negotiate situations both in and out of role. By engaging in a range of dramatic activities, they develop their understanding of the world.</p> <p>Using creative and imaginative role play situations, pupils can explore their own and others' feelings about a range of cultural and human issues. They learn to employ the strategies of hot seating, tableau, freeze frame, thought tracking and conscience alley.</p> <p>By exploring voice, movement, gesture and facial expression, they develop their dramatic skills. They learn to make meaning clear for themselves and perhaps for an audience – such as their peers – as well.</p> <p>Cross-Curricular links: English</p> <ul style="list-style-type: none"> •Exploring genre •Verbal communication and discussion •Key words and understanding •Understanding character •Understanding different types of humour •Double entendre and suggestion <p>Maths</p> <ul style="list-style-type: none"> •Comedy timing •Rhythm •Choreographed timing and movement <p>Humanities</p> <ul style="list-style-type: none"> •Understanding how culture and society changes and develops over time •History of comedy and how it has changed and developed into today's society <p>IT/Business</p> <ul style="list-style-type: none"> •Understanding of how different forms of media develop and change through the ages and how these technologies impact on performance. <p>Cross-Curricular links: English</p>	<p>employ the strategies of hot seating, tableau, freeze frame, thought tracking and conscience alley.</p> <p>By exploring voice, movement, gesture and facial expression, they develop their dramatic skills. They learn to make meaning clear for themselves and perhaps for an audience – such as their peers – as well.</p> <p>Cross-Curricular links: English</p> <ul style="list-style-type: none"> •Exploring genre •Verbal communication and discussion •Key words and understanding •Understanding character •Understanding different types of humour •Double entendre and suggestion <p>Maths</p> <ul style="list-style-type: none"> •Comedy timing •Rhythm •Choreographed timing and movement <p>Humanities</p> <ul style="list-style-type: none"> •Understanding how culture and society changes and develops over time •History of comedy and how it has changed and developed into today's society <p>IT/Business</p> <ul style="list-style-type: none"> •Understanding of how different forms of media develop and change through the ages and how these technologies impact on performance. <p>Careers links:</p>	<p>and others' feelings about a range of cultural and human issues. They learn to employ the strategies of hot seating, tableau, freeze frame, thought tracking and conscience alley.</p> <p>By exploring voice, movement, gesture and facial expression, they develop their dramatic skills. They learn to make meaning clear for themselves and perhaps for an audience – such as their peers – as well.</p> <p>KS4 Link:</p> <p>The project links to Unit CAPA 112 – working with masks and puppetry level 1.</p> <p>Cross-Curricular links: English:</p> <ul style="list-style-type: none"> •Verbal communication and discussion •Key words and understanding and how to use them appropriately •Annotating own design ideas •Peer and self-assessment of work •Understanding character <p>Maths:</p> <ul style="list-style-type: none"> • Shape • Form • Budget • Measurements • Estimates <p>History:</p> <ul style="list-style-type: none"> • Performances over time • History of puppet and mask theatre 	<p>their classical selection. Beginning with the modern allows students to develop confidence with the process as classical can have more of a 'fear factor'.</p> <p>Through this process students will:</p> <ul style="list-style-type: none"> • Demonstrate the skills to perform with and without directorial requests • Perform dialogue from modern and classic texts. <p>Along with their monologues students will produce two worksheets, one modern, one classical, explaining and detailing their rehearsal and develop process from a theoretical viewpoint.</p> <p>Careers Links: All assignments are vocationally based. The assignment brief clearly states "You have successfully auditioned as an actor for 'The Limelight Theatre Company', congratulations. You will train as an actor using your voice, gesture, posture developing your physical and performance skills. You will also discover how you can embrace and become a character in a play, how to learn lines and recall them in an authentic performance". The entire unit requires the student to approach the texts as a professional actor would. The current focus is research and modelling of the process.</p>	<ul style="list-style-type: none"> • Movement techniques- exploring facial expressions, physicality, gesture, body language, subtext, use of proxemics/set, use of props. • How to use research as the basis for interpretation of the character <p>Students will utilise many of the performance skills developed in the unit Performing Text. They will apply these skills to their own devised work and identify new areas for research to inform their performance.</p> <p>Through this process students will:</p> <ul style="list-style-type: none"> • Demonstrate the skills to collaborate creatively within a group • Perform completely original dialogue and scenes for a target audience based on the theme identified in the external brief. • Rehearsal – Reading and annotating scripts • Rehearsal – Blocking • Rehearsal – Vocal skills • Rehearsal – Physical Skills • Rehearsal – Semiotics • <u>Dress Rehearsal</u> • Performance assessment
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<ul style="list-style-type: none"> •Exploring genre •Verbal communication and discussion •Key words and understanding •Understanding character •Understanding different types of humour •Double entendre and suggestion <p>Maths</p> <ul style="list-style-type: none"> •Comedy timing •Rhythm •Choreographed timing and movement <p>Humanities</p> <ul style="list-style-type: none"> •Understanding how culture and society changes and develops over time •History of comedy and how it has changed and developed into today's society <p>IT/Business</p> <ul style="list-style-type: none"> •Understanding of how different forms of media develop and change through the ages and how these technologies impact on performance. <p>Careers links:</p> <ul style="list-style-type: none"> • Students will look at the roles within the performing arts industry such as actor, director and writer • attitudes that are considered most important in the Performing Arts, including personal management and communication' 	<ul style="list-style-type: none"> • Students will look at the roles within the performing arts industry such as actor, director and writer • attitudes that are considered most important in the Performing Arts, including personal management and communication' • process that underpins effective ways of working in the Performing Arts, such as development of ideas • development of key skills that prove Students aptitude in Performing Arts such as understanding target audience and working to a specification <p>Communication skills, team work, problem solving, leadership, imagination, self-expression, confidence, independent thinking</p>	<ul style="list-style-type: none"> • Technologies used throughout History <p>R.E:</p> <ul style="list-style-type: none"> • Puppets used in religious festivals over time <p>Art and Design technology:</p> <ul style="list-style-type: none"> • Design ideas • Making 3D puppets/masks • Understanding materials and how they work together • Annotating designs • Using colour effectively <p>Careers links:</p> <ul style="list-style-type: none"> • Students will look at the roles within the performing arts industry such as actor, director and writer • attitudes that are considered most important in the Performing Arts, including personal management and communication' • process that underpins effective ways of working in the Performing Arts, such as development of ideas • development of key skills that prove Students aptitude in Performing Arts such as understanding target audience and working to a specification <p>Communication skills, team work, problem solving, leadership, imagination, self-expression, confidence, independent thinking</p>		<p>Careers Links:</p> <p>All assignments are vocationally based. The assignment brief will give the students a vocational scenario in which to create a performance based on the given theme. This scenario may include the students being a member of a professional theatre company or producing original work as part of a commission by an organisation. This will vary in each external brief but will always be vocationally based.</p>
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	<ul style="list-style-type: none"> • process that underpins effective ways of working in the Performing Arts, such as development of ideas • development of key skills that prove Students aptitude in Performing Arts such as understanding target audience and working to a specification <p>Communication skills, team work, problem solving, leadership, imagination, self-expression, confidence, independent thinking</p>				
<p>Term 3</p>	<p>Theme: Macbeth The Witches</p> <p>Skills covered:</p> <p>Lesson Skills Sequence</p> <p>Lesson one: History of theatre, Shakespeare’s language</p> <p>Lesson two: Script reading, role on the wall,</p> <p>Lesson Three: Special effects, theatre effects, ways of creating atmosphere and tension (Modern and classical)</p> <p>Lesson four: Projection, body language and gesture, vocal control, rehearsals</p> <p>Lesson five: Rehearsals, Technical</p> <p>Lesson six: Performance and evaluation</p>	<p>Theme: Zombie Apocalypse</p> <p>Skills covered:</p> <p>Improvisation, Naturalism and use of naturalistic acting, Using abstract acting methods and techniques, Effective team work, Imagination, Physicality, Moving with purpose, Creative thinking, Problem-solving as individual and as a group, Hot seating, role on the wall, Characterisation</p> <p>Magic If, Emotional recall, Projection, Devising</p> <p>As well as:</p> <ul style="list-style-type: none"> • reproducing repertoire or responding to stimuli • effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance • personal management and communication 	<p>Theme: Live devised performance</p> <p>Skills covered:</p> <p>Improvisation, Naturalism and use of naturalistic acting, Using abstract acting methods and techniques, Effective team work, Imagination, Physicality, Moving with purpose, Creative thinking, Problem-solving as individual and as a group, Hot seating, role on the wall, Characterisation</p> <p>Magic If, Emotional recall, Projection, Devising, script reading, stage presence, stage direction, warm up skills both physical and vocal, as well as:</p> <ul style="list-style-type: none"> • reproducing repertoire or responding to stimuli • effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance 	<p>Theme: -Performing Texts- Evaluating Performance</p> <p>Skills covered:</p> <p>The aims of this final section of the unit are to allow the learners to become reflective practitioners and to self-evaluate their own performance, identifying strengths in their practice and identifying areas for improvement. This will apply to both their modern and classical monologues.</p> <p>Learners will be able to:</p> <p>Review their performance, identifying strengths and areas for improvement</p> <p>Skills taught</p> <p>What does a good evaluation look like?</p> <p>How to identify strengths.</p> <p>How to identify areas for improvement.</p>	<p>Theme:–Live Performance- Evaluation</p> <p>Skills covered:</p> <p>The aims of this final section of the unit are to allow the learners to demonstrate their ability to be reflective practitioners and to self-evaluate their own performance, identifying strengths in their practice and identifying areas for improvement.</p> <p>Learners will be able to:</p> <p>Review their performance in the light of feedback</p> <p>Suggest ways to improve future performances</p> <p>Skills taught</p> <p>What does a good evaluation look like?</p> <p>How to identify strengths.</p> <p>How to identify areas for improvement.</p>

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<p>Script reading, role on the wall, thought tracking, magic if, projection, body language and gesture, vocal control, performance, rehearsals, devising, unsung heroes, confidence, team work, timings, stage direction, history of theatre, characterisation, written reflections, peer and self-assessment, special effects, theatre effects, ways of creating atmosphere and tension, Shakespeare’s language, research as well as:</p> <ul style="list-style-type: none"> • reproducing repertoire or responding to stimuli • effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance • personal management and communication • knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles. <p>Personal skills development:</p> <ul style="list-style-type: none"> • Confidence • Empathy • Understanding of others • Situational awareness • Hand to eye co-ordination • Memory recall • Physical awareness • Positive choices • Problem solving 	<ul style="list-style-type: none"> • knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles. <p>Personal skills development:</p> <ul style="list-style-type: none"> • Confidence • Empathy • Understanding of others • Situational awareness • Hand to eye co-ordination • Memory recall • Physical awareness • Positive choices • Problem solving • Patience • Behaviour analysis • Leadership • Creativity <p>Using creative and imaginative role play situations, pupils can explore their own and others’ feelings about a range of cultural and human issues. They learn to employ the strategies of hot seating, tableau, freeze frame, thought tracking and conscience alley.</p> <p>By exploring voice, movement, gesture and facial expression, they develop their dramatic skills. They learn to make meaning clear for themselves and perhaps for an audience – such as their peers – as well.</p> <p>Cross-Curricular links: English</p> <ul style="list-style-type: none"> • Students to complete written homework tasks • Students to complete ‘role on the wall’ 	<ul style="list-style-type: none"> • personal management and communication • knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles. <p>Personal skills development:</p> <ul style="list-style-type: none"> • Confidence • Empathy • Understanding of others • Situational awareness • Hand to eye co-ordination • Memory recall • Physical awareness • Positive choices • Problem solving • Patience • Behaviour analysis • Leadership • Creativity <p>Drama enables pupils to negotiate situations both in and out of role. By engaging in a range of dramatic activities, they develop their understanding of the world.</p> <p>Using creative and imaginative role play situations, pupils can explore their own and others’ feelings about a range of cultural and human issues. They learn to employ the strategies of hot seating, tableau, freeze frame, thought tracking and conscience alley.</p> <p>By exploring voice, movement, gesture and facial expression, they develop their dramatic skills. They learn to make meaning clear for themselves and</p>	<ul style="list-style-type: none"> • Reflect on peer assessment, how can this help us? • Reflect on teacher comments and assessment how can this help us? <p>Learners will be directed to give specific examples from the text/their performance within the evaluation process. This will prevent the evaluation being too vague or generic.</p> <p>The evaluation is contained within the monologue work sheets and will allow learners to reflect on the character and play as a whole. What has changed since you first chose it, have you altered your opinion of the character? It will then allow reflection on the technique and delivery of the character, focusing on use of movement, vocal delivery, props etc. Students need to produce a detailed and coherent evaluation with specified examples.</p> <p>Through this process students will: Demonstrate the ability to be a reflective practitioner Understand the importance of self-reflection in informing and improving future practice.</p> <p>Careers Links:</p> <p>All assignments are vocationally based. The assignment brief clearly states “You have successfully auditioned as an actor for ‘The Limelight Theatre Company’, congratulations. You will train as an actor using your voice, gesture,</p>	<ul style="list-style-type: none"> • Reflect on peer assessment, how can this help us? • Reflect on teacher comments and assessment how can this help us? <p>Learners will be directed to give specific examples from their performance within the evaluation process. This will prevent the evaluation being too vague or generic.</p> <p>Through this process students will: Demonstrate the ability to be a reflective practitioner Understand the importance of self-reflection in informing and improving future practice. Demonstrate analytical Skills Show the ability to analyse and assess own skills and personal aims Display the ability to evaluate their own work and consider ways of improving own performance in a live performance environment Demonstrate the capacity to respond positively to teacher comments and evaluations Demonstrate the capacity to assess and act upon Health & Safety considerations</p> <p>Careers Links:</p> <p>All assignments are vocationally based. The assignment brief will give the students a vocational scenario in which to create a</p>
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<ul style="list-style-type: none"> • Patience • Behaviour analysis • Leadership • Creativity <p>Drama enables pupils to negotiate situations both in and out of role. By engaging in a range of dramatic activities, they develop their understanding of the world.</p> <p>Using creative and imaginative role play situations, pupils can explore their own and others' feelings about a range of cultural and human issues. They learn to employ the strategies of hot seating, tableau, freeze frame, thought tracking and conscience alley.</p> <p>By exploring voice, movement, gesture and facial expression, they develop their dramatic skills. They learn to make meaning clear for themselves and perhaps for an audience – such as their peers – as well.</p> <p>Cross-Curricular links: English</p> <ul style="list-style-type: none"> • Students to complete written homework tasks • Students to complete 'role on the wall' • Possibilities of script/ note taking • Written 'skills drill' tasks • Subject specific terminology • Witches – Macbeth - Reading <p>Maths</p>	<ul style="list-style-type: none"> • Possibilities of script/ note taking • Written 'skills drill' tasks • Subject specific terminology <p>Maths</p> <ul style="list-style-type: none"> • Group work • Timings • Date and eras • Script length <p>Science</p> <ul style="list-style-type: none"> • The Human body • Biology • Life and death • Emotions and physical reactions to these • Infection <p>Geography</p> <ul style="list-style-type: none"> • Space and location • Prophetic fallacy • Population density • Pandemic <p>Careers links:</p> <ul style="list-style-type: none"> • Students will look at the roles within the performing arts industry such as actor, director and writer • attitudes that are considered most important in the Performing Arts, including personal management and communication' • process that underpins effective ways of working in the Performing Arts, such as development of ideas • development of key skills that prove Students aptitude in Performing Arts such as understanding target audience and working to a specification 	<p>perhaps for an audience – such as their peers – as well.</p> <p>RSL Link:</p> <p>The project links to Unit Live performance in KS4</p> <p>Cross-Curricular links: English:</p> <ul style="list-style-type: none"> • Working from a narrative • Script reading • Verbal communication skills • Annotations and note taking • Characterisation • Understanding character • Understanding text • Lifting text from the page • Understanding context <p>Maths:</p> <ul style="list-style-type: none"> • Timings • Schedules • Costs • Blocking • Spatial awareness <p>Other cross curricular links to be confirmed when play has been confirmed.</p> <p>Careers links:</p> <ul style="list-style-type: none"> • Students will look at the roles within the performing arts industry such as actor, director and writer • attitudes that are considered most important in the Performing Arts, including 	<p>posture developing your physical and performance skills. You will also discover how you can embrace and become a character in a play, how to learn lines and recall them in an authentic performance". The entire unit requires the student to approach the texts as a professional actor would. The current focus is research and modelling of the process.</p>	<p>performance based on the given theme. This scenario may include the students being a member of a professional theatre company or producing original work as part of a commission by an organisation. This will vary in each external brief but will always be vocationally based.</p>
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<ul style="list-style-type: none"> •Group work •Timings •Using space effectively <p>Science</p> <ul style="list-style-type: none"> •Life and death •Emotions and physical reactions to these <p>Geography</p> <ul style="list-style-type: none"> •Places / setting •Links to history – Witches over time <p>Careers links: Students will look at the roles within the performing arts industry such as actor, director and writer attitudes that are considered most important in the Performing Arts, including personal management and communication’ process that underpins effective ways of working in the Performing Arts, such as development of ideas development of key skills that prove Students aptitude in Performing Arts such as understanding target audience and working to a specification</p> <p>Communication skills, team work, problem solving, leadership, imagination, self-expression, confidence, independent thinking</p>	<p>Communication skills, team work, problem solving, leadership, imagination, self-expression, confidence, independent thinking</p>	<p>personal management and communication’</p> <ul style="list-style-type: none"> • process that underpins effective ways of working in the Performing Arts, such as development of ideas • development of key skills that prove Students aptitude in Performing Arts such as understanding target audience and working to a specification <p>Communication skills, team work, problem solving, leadership, imagination, self-expression, confidence, independent thinking</p>		
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