

Topic: Devising – Year 9 Spring term		Duration: 12 lessons	Composite:
Key vocabulary:	Core knowledge Components	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
<p>Stimuli: themes, issues, topic, Artefacts, Props, Time and place, Ideas, Concept, Key word, Existing repertoire (plays/performances), Script, Visual image, Sound/music, Sound effects, Poems, Stories, Texts, Character.</p> <p>Characterisation: Vocal skills - pitch, pace, pause, projection, articulation, tone, volume, accent Non-verbal skills (physicality/body language) - Gait, posture, gesture, mannerisms, facial expressions.</p> <p>Other: Devising, Creating, Spontaneity, Creativity, Imagination, Role-play, Improvisation, Exploration, Storytelling, Silent Movie, mime, placards, Slapstick, Duologue, sub-text, Structure, Skills, Creative intentions, context, Influence, Narrative Structure, Rehearsals, Performance, staging, Proxemics.</p>	<ul style="list-style-type: none"> • Will respond to a range of stimuli – image, issue, words/sentences, music, props, text, time and place, character, videos and story. • Will understand how they start the devising process and learn how to respond to ideas quickly as a different stimulus will be used each lesson. • Understand that hot seating, role-on-the-wall, character context and improvisation can be used to help the devising process by adding more depth to characters or coming up with more ideas. • Develop and experiment with characterisation -pitch, pace, pause, projection, articulation, tone, volume, accent, gait, posture, gesture, mannerisms and facial expressions. Understanding the importance of each aspect. • Develop their imagination and creativity. • Use a variety of dramatic forms and conventions to help tell a story in an interesting way: role-play, mime, duologues, placards, sub-text, soundscape, sound effects and narration. • Understand the importance of staging when performing to an audience. • Learn that a narrative structure can help them to form a story beginning to end. Understand that knowing the setting for their play is important in developing ideas and a clear understanding for the audience. • Learn to create a slapstick Silent Movie understanding when Silent Movies were in their prime and why they were so popular. • Understand and explore many relevant themes and issues including: peer-pressure, homelessness, money/winning the lottery, family disagreements and knife crime. • Will develop an understanding of emotions and how to communicate how a character is feeling. 	<ul style="list-style-type: none"> • Work successfully as part of a group, can contribute ideas but also include their peers’ ideas. • Create a complex storyline that leaves the audience feeling tense/surprised/laughing due to the characters dynamics and ideas used. • Create well thought out role-plays that communicate effective and detailed characters (emotions, age, personality etc). • Use staging effectively to enable a live audience to see everything and to communicate meaning through proxemics and movement on stage. • Talk confidently, clearly and experiment with different vocal qualities to become a character rather than themselves when performing. • Use physical skills to portray a character that looks different to themselves making their character clear before they even say anything. • Develop empathy for a range of people/characters, scenarios and situations. • Whilst hot-seating ask questions that allow real thought and answer questions with great detail. • Effectively communicate sub-text through physical and vocal skills • Spend time thinking about their characters context to enable them to create detailed characters and plays. • Develop a mature understanding of many situations following the topics/themes that have been focused on. 	<p>Previous:</p> <ul style="list-style-type: none"> • Contrasts (year 8 Autumn term) • Blood Brothers (Year 9 Autumn term) <p>Future:</p> <ul style="list-style-type: none"> • Characterisation, techniques, form and conventions will help in all future topics/performances • BTEC Level 2 Component 3 is a devised unit which is 40% of the qualification

Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> • key words, information about tasks and stimuli on the board/PowerPoint. • Handouts to include 'The Stones' duologue. • Reading placards in the Charlie Chaplin DVD and in their peers' performances. • Character and scenario cards. 	<ul style="list-style-type: none"> • Discussion through group rehearsals. • Performance opportunities in all lessons. • Analysis of self and peer work. 	<ul style="list-style-type: none"> • Write down information about their character in a role-on-the-wall. • Students might write down some of their lines/ideas to help them when performing. 	<ul style="list-style-type: none"> • Working with others to create and perform to a live audience. • Respond to feedback from teacher and peers. 	<ul style="list-style-type: none"> • Working as a member of a team, creativity, public speaking and understanding how difference should be acknowledged. • Developed vocal and language skills to help general communication. • Understanding the effects of knife crime and peer pressure helping to give them an awareness of social issues. • Developed creativity and imagination to help with decision making. • Understanding of the importance of body language and use of voice when addressing people in particular large groups of people. • Skills required of an actor in terms of techniques to help devise, characterisation and character development.
<p>Communication and Interaction, Cognition and Learning, SEMH and Physical/Sensory</p> <ul style="list-style-type: none"> • Working as part of a group/team – communicating or/and listening to ideas, characters, storylines, techniques etc. • Learning to work with different members of the class through a regular change in groups and group sizes. • Multi-sensory approach through use of speech, movement, PowerPoints, music, lights and space. • Repetition of key vocabulary in every lesson – in both verbal and written form. • Practical skills logically and sequenced with an increase in complexity. • Opportunities for different levels of participation. • Photocopies of tasks/ideas on appropriately coloured paper. • Stimuli, issues, topics and themes chosen to engage and challenge all learners. • Large open space to support issues of mobility • Non-performance tasks to support low-confidence students. 				