

Topic: Performance and Production – Year 9 Summer 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>Production elements - Design: Costume, set, props, puppetry, lighting, sound and staging</p> <p>Roles: Director, writer designer, actor</p> <p>Responsibilities: rehearsing, performing, contributing, refining, and managing</p> <p>Skills: vocal, physical, communication, creativity, organisational</p> <p>Performance: watch, evaluate, form/structure/narrative, theme/issue, style, genre, influences, response to stimulus, purpose.</p>	<ul style="list-style-type: none"> Learn about the different purposes to a performance/production – to educate, to entertain, to provoke, to raise awareness, to inform etc Learn about The National Theatre and learn from professional actors/designers Evaluate the work of professionals Understand Mark Wheeler as a practitioner and the work he has created Understand documentary drama and verbatim theatre Create their own Theatre in Education (TIE) play Consider their audience when creating work including a target audience Include dramatic techniques within their play to help portray meaning/emotion Start to understand and explore the different roles within a theatre production – actors, directors, writers, lighting designer, sound designer, set designer, props designer and costume designer Start to understand the different responsibilities required within the various production/performance roles Understand and develop the skills required for various roles within Theatre Understand the importance of structure and narrative Explore form, style, genre and themes Understand how professionals use stimuli when creating a play Create a lighting/sound cue sheet 			<ul style="list-style-type: none"> Work successfully as part of a group, can contribute ideas but also include their peers’ ideas Will understand different stage configurations 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. Develop a mature understanding of many situations whilst watching and creating educational performances Understand the many responsibilities that a director has Understand how lighting, sound, set and costume help the actors to convey meaning and help the audience to feel a certain way or change the atmosphere 	<p>Previous: Contrasts (year 8 Autumn term)</p> <p>Blood Brothers (Year 9 Autumn term)</p> <p>Future:</p> <p>Component 3 (40% of the GCSE) is a devised component.</p> <p>Component 1 (30% of the GCSE) is about Exploring Theatre</p>
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:	
<ul style="list-style-type: none"> Reading extracts – Missing Dan Nolan 	<ul style="list-style-type: none"> Reading their lines/handouts where this is required Performance opportunities in all lessons. 	<ul style="list-style-type: none"> Writing ideas and scripts where appropriate Creating a mind map / 	<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"> Employability: evaluative skills, imagination, creativity, teamwork, public speaking, understanding our choices/decisions, interpreting others, refining/developing ideas. Careers: understanding the process to creating and staging a play – appropriate for those 	

	<ul style="list-style-type: none"> • Participation in whole class discussions. • Analysis of peer work. 	spider diagram		seeking to work as actors, directors, or designers. Any career involving creativity and developing ideas.
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Communication and Interaction, Cognition and Learning, SEMH and Physical/Sensory

- Opportunities to read/talk/perform in front of others.
- 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 handouts on appropriately coloured paper.
- Plays/themes chosen to engage and challenge all learners.
- Large open space to support issues of mobility