

Topic: Component 1: Exploring the Performing Arts				Duration: 20 lessons	Composite:
Year 10 Autumn term					
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Acting, Audience, Costume, Designer, Devising, Director, Elements, Form, Genres, Influences, Interrelationships, Lighting, Performance, Performer, Physical, Practitioners, Production, Narrative, Repertoire, Responsibilities, Rehearsals, Roles, Technical, Set, Sound, Space, Stimulus, Structure, Styles, Theatre, Theme, Vocal,	<ul style="list-style-type: none"> Contextual factors within three performances. Different styles of three performances. Different genres of three performances. Exploring and developing material for performance. Form and structure of three performances. Influence of practitioners. Page to stage process. Production methods. Purpose of theatre. Rehearsal techniques. Roles and responsibilities of a creative team. Treatment of a theme and/or issue. 			<ul style="list-style-type: none"> How an initial idea develops in to a final, professional performance. To be able to analyse performance and production methods. Learn how and why different theatre companies produce theatre. Understanding how social, cultural and historical understanding impacts on the creation of a performance. Appreciate how the rehearsal process supports the development of a production. Develop empathy for a range of people/characters, scenarios and situations. How to structure coursework to ensure all aspects of a specification are covered. 	<p>Previous:</p> <p>Blood Brothers (Year 9 Autumn term)</p> <p>Future:</p> <p>Component 2 (30% of the GCSE) is about developing skills and techniques</p> <p>Component 3 (40% of the GCSE) is a synoptic component meaning the students will benefit from developing the skills in C1 and C2.</p>
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:	
<ul style="list-style-type: none"> Use worksheets and work booklets to support understanding of production background. Use website links to further increase knowledge and 	<ul style="list-style-type: none"> Offering ideas and opinions regarding our 3 chosen performances. Participation in practical workshops. Participation in whole class discussions. 	<ul style="list-style-type: none"> Note taking in class. Completion of coursework. 	<ul style="list-style-type: none"> Use a wealth of resources to determine which information is useful for the completion of coursework 	<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 seeking to work as actors, directors, or 	

understanding of the 3 chosen performances.				designers. Any career involving creativity and developing ideas.
<p style="text-align: center;">Communication and Interaction, Cognition and Learning, SEMH and Physical/Sensory</p> <ul style="list-style-type: none"> • Opportunities to read/talk/rehearse/perform in front of others. • Multi-sensory approach through use of speech, movement, literature, PowerPoints, music, lights and space • Repetition of key vocabulary in every lesson – in both verbal and written form. • Opportunities for different levels of participation. • Photocopies of handouts on appropriately coloured paper and the font size required. • Plays/themes chosen to engage and challenge all learners. • Large open space to support issues of mobility 				

Topic: Theatre History/styles of performance Year 10 Autumn term		Duration: 42 lessons	Composite:
Key vocabulary:	Core knowledge Components	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
<p>Ancient Greek Theatre, genre, tragedy, amphitheatre, sound, acoustics, myths and legends, Greek mythology, labyrinth, narration, still images, mask, chorus, exaggerated acting style, unison, choral movement, choral speech, canon, call and response, Elizabethan Theatre, Jacobean Theatre, William Shakespeare, comedies, histories, tragedies, the Globe Theatre, thrust, open-air, groundlings, vocal skills, physical skills, soliloquy, pantomime, cross-gender, stereotypes, audience address, audience participation, stock characters, melodrama, stock characters, stock gesture, mass audience, gestures, characterisation, facial expressions, silent movie, Charlie Chaplin, slapstick, non-verbal communication, placards, mime, Body language, naturalism, Stanislavski, The fourth wall, realistic, the system, units and objectives, epic theatre, Bertolt Brecht, political theatre, verfremdungseffekt, direct address, no fourth wall, episodic, placards, multi-rolling, gestus, spass, physical theatre, movement, chair duets, timing and pace, transition, body props, theatre in education (TIE), docudrama, verbatim theatre, Mark Wheeler, script work, devising.</p>	<ul style="list-style-type: none"> • Learn about Ancient Greek Theatre and the amphitheatres they performed in. • To explore a myth/legend using freeze frames and narration to help tell the story. • Learn how to perform a soliloquy and the skills needed to perform in Elizabethan Theatre. • To perform a play in the style of a pantomime. • Understand stereotypes and stock characters. • Practically explore stock gestures. • Learn about Victorian theatre and melodrama's performing a short script • Create a Silent Movie using placards and slapstick humour. • To understand the style of naturalism and how to perform in this way. • Understand and use parts of Stanislavski's system – units and objectives, the given circumstances and the magic if. • Perform an extract from the play 'DNA'. • To understand Epic Theatre and the techniques Bertolt Brecht would include. • To understand physical theatre and how body props can be used in performance. • Create their own version of chair duets and understand the style of theatre in which Frantic Assembly perform. • Learn about Theatre in Education, documentary theatre and verbatim theatre. • Practically explore a scene from Mark Wheeler's docudrama 'Arson About'. • Learn how to rehearse a short play successfully – 'The White Feather'. 	<ul style="list-style-type: none"> • To learn about genre and how Ancient Greek Theatre performances were satyr, comedies and tragedies as well as their use of chorus and how they would perform. • Learn about The Globe Theatre and William Shakespeare. • To perform in an exaggerated way for a particular effect depending on the time-period and style: Ancient Greek, Elizabethan, pantomime, melodrama, silent movies. • Clearly communicate a character's objectives within a naturalistic play. • Understand how the techniques added to epic theatre make it political. • Understand how to perform an extract from a script understanding the importance of the language. • Learn how to effectively work as a team to create a play using a script. To make all the relevant decisions to make this a success including, adapting, casting and transitions. • Generate ideas that are well thought out and include these in their own play. • Work successfully as part of a group, can contribute ideas but also include their peers' ideas • Talk confidently, clearly and experiment with different vocal qualities to become a character rather than themselves when performing. 	<p>Previous:</p> <p>Blood Brothers (Year 9 Autumn term)</p> <p>Devised (Year 9 Spring term)</p> <p>Performance and Production (Year 9 Summer term)</p> <p>Future:</p> <p>Skills required to help achieve in assessed components.</p>

	<ul style="list-style-type: none"> • Devise a short play based on the true meaning of Christmas. 		<ul style="list-style-type: none"> • Use characterisation to a high standard. 	
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> • Reading from the board • Reading short extracts from various plays. • Reading 'The White Feather'. 	<ul style="list-style-type: none"> • Participation in group work – discussing and planning ideas. • Performing as many characters. • Participation in whole class discussions. • Analysing performances. 	<ul style="list-style-type: none"> • Note taking where this is relevant. 	<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 how theatre has changed and the different styles of performance– appropriate for those seeking to work as actors, directors, or designers. Any career involving creativity and developing ideas.
Communication and Interaction, Cognition and Learning, SEMH and Physical/Sensory				
<ul style="list-style-type: none"> • Opportunities to read/talk/rehearse/perform in front of others. • Multi-sensory approach through use of speech, movement, literature, PowerPoints, music, lights and space • Repetition of key vocabulary in every lesson – in both verbal and written form. • Opportunities for different levels of participation. • Photocopies of handouts on appropriately coloured paper and the font size required. • Large open space to support issues of mobility 				