



# YEAR 7 CURRICULUM MAP

The progressive, inclusive curriculum 'skills, knowledge and concepts: literacy, life skills and enrichment'

## Autumn 1 Year 7

**Key objective:** I can work co-operatively and sensitively, getting the best out of others when exploring drama.

**Key objective:** I can use facial expressions and body language to portray a convincing character on stage.

**Wider Curricular:** KS3 Drama Club

**Unit of work: Evacuation**

**Focus Skills:**

- Building confidence on stage
- Still image, thought-tracking and soundscape

**Enrichment/life and work skills:**

- Working practically in a team
- Negotiation skills
- Time management
- Communication skills
- Building confidence
- Problem-solving

**Assessment opportunities:**

- Previous knowledge and skills can be assessed at the start of the unit through discussion.
- Devised performance showcasing skills learnt

**Literacy Foci:**

Key terminology is introduced. Students practise their verbal literacy by considering the dialogue for different characters in different scenarios.

**Numeracy Foci:**

Students manage their time during rehearsals to work towards deadlines. They practise their timing and rhythm when working on soundscape.

**Homework:**

Create a poster advertising drama lessons to students in Y6 who may have not studied it before.

## Autumn 2 Year 7

**Key objective:** I can come up with ideas of how to use physical theatre within my performance work.

**Key objective:** I can devise a scene considering appropriate starting points, key moments, and end points.

**Wider Curricular:** KS3 Drama Club

**Unit of work: Physical Theatre & Mime**

**Focus Skills:**

- Using practitioner Steven Berkoff's theatrical style
- Using mime skills to communicate meaning
- Developing physical performance skills

**Enrichment/life and work skills:**

- Working practically in a team
- Presentation skills
- Building confidence
- Communication skills
- Enhance interpersonal skills

**Assessment opportunities:**

- Mimed performance showcasing a clear character through performance skills

**Literacy Foci:**

Evaluative vocabulary is expanded in this unit, as students offer verbal feedback they are encouraged to use key words and to back up their responses with examples.

**Numeracy Foci:**

Students will need to manage their time when practising mime as there are no verbal cues.

**Homework:**

Questions 1 and 2 will get you to recap what you know about Physical Theatre and how to perform it. For question 3, you are to design a poster informing a group of Year 6 students on how to perform effective physical

	Spring 1 Year 7
<p><b>Key objective focus:</b></p> <p>I can create physical imagery within my performance work that communicates abstract concepts.</p> <p><b>Key objective focus:</b></p> <p>I can evaluate a performance using correct drama terminology.</p> <p><b>Wider Curricular:</b></p> <p>-KS3 Drama Club</p> <p>-Auditions for the school play.</p>	<p><b>Unit of work: Grimm's Fairy Tales</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>- Using abstract physical imagery on stage</li> <li>- Identifying and challenging stereotypes in traditional fairy-tales</li> <li>- Introduction to the use of lighting in the theatre</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>- Thinking creatively and outside the box</li> <li>- Building confidence</li> <li>- Working practically in a team</li> <li>- Communication skills</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>- Forest performance to assess ability to create physical imagery on stage</li> <li>- Devised performance in which their challenge is to break the traditional stereotypes explored in lessons.</li> </ul> <p><b>Literacy Foci:</b></p> <p>Teacher to read Grimm's fairy tales aloud modelling good reading skills. Students will have the opportunity to write about how they would use lighting in a certain scene using key terminology. Oracy skills developed through communicating with peers in rehearsals.</p> <p><b>Numeracy Foci:</b></p> <p>Students manage their time during rehearsals to work towards deadlines.</p> <p><b>Homework:</b></p> <p>Create a poster that presents a fairy tale from a different country / culture. You can include details about the fairy tale, pictures, details about the place the fairy tale originated.</p>



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	Spring 2 Year 7		Summer 1 Year 7		Summer 2 Year 7
<p><b>Key objective:</b> I can add thought-tracking, still image and narration to my drama work.</p> <p><b>Key objective:</b> I can use facial expressions and body language to portray a convincing character on stage.</p> <p><b>Wider Curricular:</b> SFX Make-up session after school. Looking at zombie make-up</p>	<p><b>Unit of work: Zombie School</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>- Learning basic stage combat</li> <li>- Creating costume for character</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>- Creative jobs in the theatre away from performing</li> <li>- Spatial awareness</li> <li>- Team work skills</li> <li>- Developing leadership skills</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>• -Performance outcomes every lesson</li> <li>• Teacher assessing rehearsal process</li> <li>• Contribution to class discussions</li> <li>• Costume design</li> </ul> <p><b>Literacy Foci:</b> Annotation skills when designing costume. Verbal literacy is developed through dialogue choices for characters.</p> <p><b>Numeracy Foci:</b> Students manage their time during rehearsals to work towards deadlines. Timing and rhythm is explored when learning stage combat.</p> <p><b>Homework:</b> You must annotate your picture/diagram explaining your choices for each piece of clothing and what they communicate about the character's personality and role in the team.</p>	<p><b>Key Objective: 1</b> I can show I understand narrative and characters when exploring a text.</p> <p><b>Key objective focus 2:</b> I can use vocal tones and volume to portray a convincing character on stage.</p>	<p><b>Unit of work: Romeo and Juliet</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>- What would Romeo and Juliet look like in our society today?</li> <li>- Exploring text and character</li> <li>- Working with Shakespearean language</li> <li>- Hot-seating and role-on-the-wall</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>- Presentation skills</li> <li>- Empathy skills</li> <li>- Appreciation of culturally important classical literature</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>• -Performance outcomes every lesson</li> <li>• Teacher assessing rehearsal process</li> <li>• Contribution to class discussions</li> </ul> <p><b>Literacy Foci:</b> Reading scripts. Analysing Shakespearean text. Learning key terminology linked to voice. Oracy skills developed through communicating with peers in rehearsals.</p> <p><b>Numeracy Foci:</b> Students manage their time during rehearsals to work towards deadlines.</p> <p><b>Homework:</b> Answering hot-seating questions from the perspective of a character from the play.</p>	<p><b>Key Objective: 1</b> I can devise a scene considering appropriate starting points, key moments, and end points.</p> <p><b>Wider Curricular:</b> Trip to the theatre to see a West End professional show for Y7.</p>	<p><b>Unit of work: Chorus and Greek Theatre</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>- To provide a brief introduction to the time period of Ancient Greece</li> <li>- To experiment with approaches to Chorus work</li> <li>- To research and perform Greek myths</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>- Planning and organisation of a team</li> <li>- ICT Research skills</li> <li>- Team work skills</li> <li>- Self - Discipline</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>- End of half term performance using choral techniques accurately.</li> <li>- Quality of research that is submitted in class and assessment of homework task.</li> </ul> <p><b>Literacy Foci:</b> Reading Greek myths and excerpts of text. Grammar and research skills explored through Digital literacy tasks. Oracy skills developed through communicating with peers in rehearsals.</p> <p><b>Numeracy Foci:</b> Students manage their time during rehearsals to work towards deadlines. Timing and rhythm is explored when choreographing chorus movements and gestures.</p> <p><b>Homework:</b> Research one of the Greek myths given. Create a poster presenting their research in a visually interesting manner.</p>



# YEAR 8 CURRICULUM MAP

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	<u>Autumn 1</u> Year 8		<u>Autumn 2</u> Year 8		<u>Spring 1</u> Year 8
<p><b>Key objective focus 1:</b> I can shape and structure an imaginative scene using a range of appropriate theatrical devices.</p> <p><b>Key objective focus 2:</b> I can carefully and skillfully perform physical theatre and movement from Frantic Assembly.</p> <p><b>Wider Curricular:</b> KS3 Drama Club</p>	<p><b>Unit of work:</b> Curious Incident of The Dog in the Night-Time</p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>- Performing the style of Frantic Assembly theatre company</li> <li>- Understanding characters and how they interact</li> <li>- Engaging with themes and issues within the text (Disability and domestic relationships)</li> <li>- Developing students' ability to empathise</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>- Team work and negotiation skills</li> <li>- Developing leadership skills</li> <li>- Leadership skills</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>- The performance of Christopher's journey allows us to assess the execution of Frantic Assembly's style as well as their portrayal of Christopher's autism on stage.</li> </ul> <p><b>Literacy Foci:</b> Teacher to read the book aloud modelling good reading skills. Students practise their verbal literacy by considering the dialogue for different characters in different scenarios.</p> <p><b>Numeracy Foci:</b> Students manage their time during rehearsals to work towards deadlines. Timing and rhythm is explored when lifting and counting for the Frantic Assembly lifts.</p> <p><b>Homework:</b> Design a poster advising on health and safety when using lifts and balances.</p>	<p><b>Key objective focus 1:</b> I can shape and structure an imaginative scene using a range of appropriate theatrical devices.</p> <p><b>Key objective focus 1:</b> I can use a stimulus as a starting point to devise a piece of drama.</p> <p><b>Wider Curricular:</b> KS3 Drama Club</p>	<p><b>Unit of work:</b> Transformations</p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>- Recapping skills, still image, thought-track, mime, physical theatre</li> <li>- Using physical theatre to explore physical transformations</li> <li>- Exploring why and how a character might change</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>- Empathy skills</li> <li>- Appreciation of culturally important classical literature</li> <li>- Team work and negotiation skills</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>- Final two performances of the unit will allow students to show case skills learnt from a drama menu and their ability to structure a scene.</li> </ul> <p><b>Literacy Foci:</b> Reading excerpts from Macbeth, Dr Jekyll and Hyde, George The Poet and Metamorphosis. Oracy skills developed through communicating with peers in rehearsals. Writing a magic spell in lesson one which encourages rhyme, rhythm and interesting vocab.</p> <p><b>Numeracy Foci:</b> Students manage their time during rehearsals to work towards deadlines.</p> <p><b>Homework:</b></p>	<p><b>Key objective focus:</b> I can devise a scene that sensitively explores a social issue being discussed in lessons.</p> <p><b>Key objective focus:</b> I understand the qualities of a good director in drama and can demonstrate this in rehearsals.</p> <p><b>Wider Curricular:</b> -KS3 Drama Club</p> <p>-Auditions for the school play.</p>	<p><b>Unit of work:</b> T.I.E (Theatre in Education)</p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>- Can we use theatre to educate and make a change?</li> <li>- Exploring societal issues through role-play</li> <li>- Using Boal's techniques image theatre and forum theatre to create positive outcomes</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>- Empathy skills</li> <li>- Becoming a better citizen</li> <li>- Learning to question society and the world around them</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>- End of the unit students devise their own T.I.E performance with a message that they perform to the audience.</li> </ul> <p><b>Literacy Foci:</b> Students practise their verbal literacy by considering the dialogue for different characters in different scenarios. Oracy skills developed through communicating with peers in rehearsals.</p> <p><b>Numeracy Foci:</b> Students manage their time during rehearsals to work towards deadlines.</p> <p><b>Homework:</b> Research a news story about a social issue from within the last few months. You are to bring in notes of the story to class to help prepare for a performance to tackle the issue.</p>



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	<u>Spring 2</u> Year 8		<u>Summer 1</u> Year 8		<u>Summer 2</u> Foundation Year 8
<p><b>Key objective focus 1:</b> I can devise a scene that sensitively explores a social issue being discussed in lessons.</p> <p><b>Key objective focus 2:</b> I can use facial expression and body language to bring my character to life on stage.</p>	<p><b>Unit of work: Refugee Boy</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>- Challenging any misconceptions young people may have about refugees and asylum seekers</li> <li>- Using drama techniques to explore the theme of migration in an appropriate manner</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>- Developing empathy skills</li> <li>- Becoming a better citizen</li> <li>- Team work and negotiation skills</li> <li>- Building acceptance</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>- Through discussions and students responses we can assess their understanding of the topic</li> <li>- Performance work will show understanding of character and scenario</li> </ul> <p><b>Literacy Foci:</b> Teacher to read the excerpts from Refugee Boy and other migration plays. Study of chosen poems and using them as a stimulus. Oracy skills developed through communicating with peers in rehearsals.</p> <p><b>Numeracy Foci:</b> Students manage their time during rehearsals to work towards deadlines.</p> <p><b>Homework:</b> Write a poem in the style of Benjamin Zephaniah' The British. It must explore the diversity and migration of different cultures to Britain.</p>	<p><b>Key objective focus 1:</b> I can identify effects in a piece of drama and say whether they were successful using drama terminology.</p> <p><b>Key objective focus 2:</b> I can explain how I would perform a character from a text and justify my performance decisions.</p>	<p><b>Unit of work: Bang Out of Order</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>- Using a text stimulus to devise</li> <li>- Interpreting text and character</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>- Creative skills</li> <li>- Organisation and time management</li> <li>- Empathy skills</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>- Students create a 3D model box set. They should include the elements of set they have been taught across the unit. The set design will also need to be appropriate for the scene they have been studying in class.</li> </ul> <p><b>Literacy Foci:</b> Reading excerpts from the text. Learning new set design vocabulary. Oracy skills developed through communicating with peers in rehearsals.</p> <p><b>Numeracy Foci:</b> Students will need to measure and work to scale when creating their 3D model set design.</p> <p><b>Homework:</b> Staging research homework sheet.</p>	<p><b>Key objective focus 1:</b> I can use facial expression and body language to bring my character to life on stage.</p> <p><b>Wider Curricular:</b> Trip to the theatre to see a West End professional show for Y8.</p>	<p><b>Unit of work: The Shelter</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>- Using a range of stimuli to explore character</li> <li>- Using a range of stimuli as a starting point to a piece of original work</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>- Empathy skills</li> <li>- Team Work skills</li> <li>- Leadership skills</li> <li>- Being able to give and receive effective feedback</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>- End of the unit students devise their own performance that has been inspired from a stimulus. The performance will include a range of dramatic techniques from a drama menu.</li> </ul> <p><b>Literacy Foci:</b> Students practise their verbal literacy by considering the dialogue for different characters in different scenarios. Oracy skills developed through communicating with peers in rehearsals.</p> <p><b>Numeracy Foci:</b> Students manage their time during rehearsals to work towards deadlines.</p> <p><b>Homework:</b> Write an evaluation of your performance using key terminology.</p>



# YEAR 9 CURRICULUM MAP

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	<u>Autumn 1</u> Year 9		<u>Autumn 2</u> Year 9		<u>Spring 1</u> Year 9
<p><b>Key objective focus 1:</b> I can demonstrate a secure command of performance skills, communicating intentions effectively to an audience.</p> <p><b>Key objective focus 2:</b> I can choose specific design elements and say how I would use them to enhance a scene.</p>	<p><b>Unit of work: Warden X</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>- Exploring a range of characters through role-play and hot-seating</li> <li>- Participating in a whole class drama piece with teacher in role</li> <li>- Exploring moral dilemmas for characters and considering positive outcomes</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>- Developing empathy skills</li> <li>- Becoming a better citizen</li> <li>- Team work and negotiation skills</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>- Final performance of the unit will show the journey of a character changing their outcome in life to a positive. This will be an opportunity to assess students' performance skills for some base line data ahead of the year.</li> </ul> <p><b>Literacy Foci:</b></p> <p>Oracy skills developed through communicating with peers in rehearsals. During hot-seating students will consider the language of their character.</p> <p><b>Numeracy Foci:</b></p> <p>Students manage their time during rehearsals to work towards deadlines.</p> <p><b>Homework:</b></p> <p>Write a letter from prisoner 12 to someone on the outside detailing their experience so far.</p>	<p><b>Key objective focus 1:</b> I can independently interpret and structure a scene which includes the drama technique being studied.</p> <p><b>Key objective focus 2:</b> I can use a stimulus as a starting point to create a piece of drama.</p>	<p><b>Unit of work: Devising</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>- Learning new devising strategies, cross-cutting and split-stage</li> <li>- Recapping still image and thought-track but stretching students to use it in an imaginative way</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>- Exploring emotional themes and issues sensitively.</li> <li>- Looking at past events that have shaped the UK.</li> <li>- Working practically in a team with others.</li> <li>- Time management.</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>- Students create a 3D model box set. They should include the elements of set they have been taught across the unit. The set design will also need to be appropriate for the scene they have been studying in class.</li> </ul> <p><b>Literacy Foci:</b></p> <p>Reading excerpts from the text. Oracy skills developed through communicating with peers in rehearsals.</p> <p><b>Numeracy Foci:</b> Students manage their time during rehearsals to work towards deadlines.</p> <p><b>Homework:</b> Bring in your own stimulus.</p>	<p><b>Key objective focus 1:</b> I can solve problems in a group project by offering solutions which drive towards the end goal.</p> <p><b>Key objective focus 1:</b> I understand the different skills needed to work in a range of careers associated with theatre that are not just acting.</p>	<p><b>Unit of work: Careers in Theatre</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>• Overview of roles within theatre; designers, front of house, marketing</li> <li>• Students will practise interview skills</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>• Wider career options</li> <li>• Interview skills</li> <li>• Team work and negotiation skills</li> <li>• ICT Research skills</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>• Students will complete a series of research tasks online to be submitted and assessed</li> <li>• Students will take part in mock interview to develop interview skills</li> <li>• Students will participate in a group presentation</li> </ul> <p><b>Literacy Foci:</b></p> <p>Oracy skills developed through communicating with peers in rehearsals. During hot-seating students will consider the language of their character.</p> <p><b>Numeracy Foci:</b></p> <p>Students manage their time during rehearsals to work towards deadlines.</p>



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	<u>Spring 2</u> Year 9		<u>Summer 1</u> Year 9		<u>Spring 1</u> Year 9
<p><b>Key objective focus:</b> I can say what performance skills I would use to play a character and state why.</p> <p><b>Key objective focus:</b></p>	<p><b>Unit of work: 1884 &amp; Set Design</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>Looking at themes and characters from the text</li> <li>Introduction to key set terminology</li> <li>Considering set design for the chosen text</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>Exploring themes and issues sensitively.</li> <li>Looking at past events that have shaped the UK.</li> <li>Working practically in a team with others.</li> <li>Time management.</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>Students produce a set design which shows their understanding of the key terminology as well as their understanding of the text.</li> </ul> <p><b>Literacy Foci:</b> Reading excerpts from the text. Oracy skills developed through communicating with peers in rehearsals.</p> <p><b>Numeracy Foci:</b> Students manage their time during rehearsals to work towards deadlines.</p> <p><b>Homework:</b> Research into Orwell and the context of his life.</p>	<p><b>Key objective 2:</b> I can identify design elements used to enhance a scene and justify my decisions using the S.E.E writing structure.</p> <p><b>Wider Curricular:</b> <i>Theatre trip West End – Back to the Future</i></p>	<p><b>Unit of work: Blood Brothers</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>Exploring character, text and themes</li> <li>Writing using P.E.E</li> <li>Writing as if 'theatre makers'</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>Empathy skills</li> <li>Team Work skills</li> <li>Leadership skills</li> <li>Team work and negotiation skills</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>P.E.E writing paragraphs will show students ability to make theatre from perspective of actor, director and designer.</li> <li>P.E.E writing paragraphs will also show student understanding of text</li> </ul> <p><b>Literacy Foci:</b> Reading text. Understanding script conventions. Key terminology explored. Oracy skills developed through communicating with peers in rehearsals.</p> <p><b>Numeracy Foci:</b> Students manage their time during rehearsals to work towards deadlines.</p> <p><b>Homework:</b> Blood Brothers related work sheet.</p>	<p><b>Key objective focus:</b> I can analyse the character development within the Shakespeare text.</p> <p><b>Key objective focus 2:</b> I can solve problems in the rehearsal process by offering solutions which demonstrate awareness of the skills of the group.</p>	<p><b>Unit of work: Othello &amp; Lighting</b></p> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>Exploring character, text and themes</li> <li>Writing using P.E.E</li> <li>Writing as if 'theatre makers'</li> </ul> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>Empathy skills</li> <li>Team Work skills</li> <li>Leadership skills</li> <li>Team work and negotiation skills</li> </ul> <p><b>Assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>P.E.E writing paragraphs will show students ability to make theatre from perspective of actor, director and designer.</li> <li>P.E.E writing paragraphs will also show student understanding of text</li> </ul> <p><b>Literacy Foci:</b> Reading text. Understanding script conventions. Key terminology explored. Oracy skills developed through communicating with peers in rehearsals.</p> <p><b>Numeracy Foci:</b> Students manage their time during rehearsals to work towards deadlines.</p> <p><b>Homework:</b> Othello related work sheet.</p>



# CURRICULUM MAP

Term	Year 10	Term	Year 11
<p><b>Autumn 1</b></p> <p><b>Literacy / numeracy foci:</b> Verbal Communication. Key terms.</p> <p><b>Homework: 1:</b>Research Task. <b>Homework 2:</b>Design Task</p> <p><b>Revisiting, revising, remembering opportunities:</b> Please see <b>AO1, AO2, AO4</b></p>	<p><b>Unit of work: Theatre Elements and introduction of Section B play mock</b> <b>GCSE Assessment objectives:</b> (C3) <b>AO1, AO2, AO4</b></p> <ul style="list-style-type: none"> <li>- Introduction of key terminology.</li> <li>- Learn the writing structure for Section B.</li> <li>- Overview of the chosen play for section B mock.</li> </ul> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others. Improvisation skills and quick thinking. Time management. Creative thinking. Public speaking and presentation skills.</p> <p><b>Assessments:</b> Section B written paper practise <i>C3 Exam Mark Scheme</i></p>	<p><b>Autumn 1</b></p> <p><b>Literacy foci:</b> Verbal Communication, key terms. Writing. Structuring scenes and following conventions of script writing.</p> <p><b>Homework:</b> Preparing for devised performance - writing scripts/ collecting costume or props/ designing the technical requirements e.g. a sound or lighting plot.</p> <p><b>Revisiting, revising, remembering opportunities:</b> <b>AO1, AO4</b></p>	<p><b>Unit of work: Theatre Elements and introduction of Section B play</b> <b>GCSE Assessment objectives:</b> (C3) <b>AO1, AO4</b></p> <ul style="list-style-type: none"> <li>- Recap of key terminology.</li> <li>- Recap the writing structure for Section B.</li> <li>- Overview of the chosen play for section B.</li> </ul> <p><b>Enrichment/life and work skills:</b> Theatre visit = understanding the cultural experiences London has to offer. Seeing professional actors and technicians doing their job and gaining an appreciation of the skills of directors and designers. Practicing theatre etiquette. Exploring the social, moral spiritual and cultural issues in the play. Public speaking and presentation skills.</p> <p><b>Assessments:</b> Section B written paper practise <i>C3 Exam Mark Scheme</i></p> <p><b>Intervention:</b> After school catch up for coursework component 1</p>
<p><b>Autumn 2</b></p> <p><b>Literacy foci:</b> Reading a play. Interpreting text. Key exam vocabulary. Structuring exam questions. Quick reading skills of unseen extract.</p> <p><b>Homework:</b> Writing notes on performance.</p> <p><b>Revisiting, revising, remembering opportunities:</b> Please see <b>AO3</b></p>	<p><b>Unit of work: DNA</b> <b>GCSE Assessment objectives:</b> (C2/3) <b>AO2, AO3</b></p> <ul style="list-style-type: none"> <li>- Read the text as a class, explore practically.</li> <li>- Learn the writing structure for Section A.</li> </ul> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others. Time management. Creative thinking. Appreciation of socially and culturally important novel. Exploring the social, moral spiritual and cultural issues in the play. Public speaking and presentation skills.</p> <p><b>Assessments:</b> PPE Questions PPE Mark Scheme</p>	<p><b>Autumn 2</b></p> <p><b>Literacy foci:</b> Reading a play. Interpreting text. Key exam vocabulary. Structuring exam questions. Quick reading skills of unseen extract.</p> <p><b>Homework:</b> Revision for PPE.</p> <p><b>Revisiting, revising, remembering opportunities:</b> Please see <b>AO3</b></p>	<p><b>Unit of work: PPE Preparation and starting Component 2</b> <b>GCSE Assessment objectives:</b> (C3) <b>AO3</b></p> <ul style="list-style-type: none"> <li>- Identifying gaps from Y10 PPE</li> <li>- Grouped for component 2 and given script 1</li> </ul> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others to achieve intentions. Time management. Creative thinking. Problem solving. Public speaking and presentation skills.</p> <p><b>Assessments:</b> <b>PPE1</b> <i>PPE Mark Scheme</i></p>

*‘skills, knowledge and concepts: literacy, life skills and enrichment’*



# CURRICULUM MAP

Term	Mastery Year 10	Term	Mastery Year 11
<p><b>Spring 1</b> Literacy / numeracy foci: Reading a play. Interpreting text. Key exam vocabulary. Structuring exam questions.</p> <p>Homework: 1984 PPE questions</p> <p>Revisiting, revising, remembering opportunities: AO2, AO3</p>	<p><b>Unit of work:</b> C1 – Devising Performance and Portfolio <b>GCSE Assessment objectives:</b> (C1) AO1, AO4</p> <ul style="list-style-type: none"> <li>- Using stimuli to devise.</li> <li>- Completing coursework throughout devising process</li> <li>- Do Nows linked to exam text</li> </ul> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others to achieve intentions. Time management. Creative thinking. Problem solving. Public speaking and presentation skills.</p> <p><b>Assessments:</b> Internally Assessed C1 Performance (MOCK) <i>C1 Performance Mark Scheme</i></p>	<p><b>Spring 1</b> Literacy foci: Reading a Play. Learning lines. Interpreting Text. Verbal Communication.</p> <p>Homework: Independently learning lines</p> <p>Revisiting, revising, remembering opportunities : AO2</p>	<p><b>Unit of work:</b> C2 Rehearsals <b>GCSE Assessment objectives:</b> (C2) AO2</p> <ul style="list-style-type: none"> <li>- Rehearsing component 2, add mini-mock performances</li> </ul> <p><b>Enrichment/life and work skills:</b> Public speaking and presentation skills. They will have experience of monologues are often used in professional auditions. They must deliver the performance under high pressure situations (in front of a visiting external examiner). Some will work in pairs and have to be reliable to ensure it doesn't affect others. Working to a deadline. Learning lines. Exploring the themes and social, moral, spiritual, and cultural issues in the play and interpreting this for an audience. Playing a character and seeing the world through another point of view.</p> <p><b>Assessments:</b> Mock Performances <i>C2 Mark Scheme</i></p>
<p><b>Spring 2</b> Literacy foci: Reading a play. Interpreting text. Key exam vocabulary. Structuring exam questions.</p> <p>Homework : 1984 PPE Questions</p> <p>Revisiting, revising, remembering opportunities: AO2, AO3</p>	<p><b>Unit of work:</b> C1 – Devising Performance and Portfolio <b>GCSE Assessment objectives:</b> (C1) AO1, AO4</p> <ul style="list-style-type: none"> <li>- Using stimuli to devise.</li> <li>- Completing coursework throughout devising process</li> <li>- Do Nows linked to exam text</li> </ul> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others to achieve intentions. Time management. Creative thinking. Problem solving. Public speaking and presentation skills.</p> <p><b>Assessments:</b> Internally Assessed C1 Performance <i>C1 Performance Mark Scheme</i></p>	<p><b>Spring 2</b> Literacy foci: Reading a Play. Learning lines. Interpreting Text. Verbal Communication.</p> <p>Homework: Independently learning lines</p> <p>Revisiting, revising, remembering opportunities : AO2</p>	<p><b>Unit of work:</b> C2 Rehearsals and Performances <b>GCSE Assessment objectives:</b> (C2) AO2</p> <ul style="list-style-type: none"> <li>- Performance date tbc</li> </ul> <p><b>Enrichment/life and work skills:</b> Public speaking and presentation skills. They will have experience of monologues are often used in professional auditions. They must deliver the performance under high pressure situations (in front of a visiting external examiner). Some will work in pairs and have to be reliable to ensure it doesn't affect others. Working to a deadline. Learning lines. Exploring the themes and social, moral, spiritual, and cultural issues in the play and interpreting this for an audience. Playing a character and seeing the world through another point of view.</p> <p><b>Assessments:</b> External C2 Performances <i>C2 Mark Scheme</i></p>

‘skills, knowledge and concepts: literacy, life skills and enrichment’



# CURRICULUM MAP

'skills, knowledge and concepts: literacy, life skills and enrichment'

Term	Mastery Year 10	Term	Mastery Year 11
<p><b>Summer 1</b> Literacy foci: Verbal Communication, key terms. Writing. Structuring scenes and following conventions of script writing.</p> <p><b>Homework:</b> Research tasks. Bringing in your own stimulus.</p> <p><b>Revisiting, revising, remembering opportunities :</b> <b>AO1, AO2, AO4</b></p>	<p><b>Unit of work:</b> C1 – Devising and Portfolio <b>GCSE Assessment objectives:</b> (C1) <b>AO1, AO2, AO4</b></p> <ul style="list-style-type: none"> <li>- Performing final devised piece for assessment recording.</li> <li>- Completing coursework throughout devising process.</li> <li>- Do Nows linked to exam text</li> </ul> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others to achieve intentions. Time management. Creative thinking. Problem solving. Public speaking and presentation skills.</p> <p><b>Assessments:</b> Portfolio Coursework</p>	<p><b>Summer 1</b> Literacy foci: Understanding and interpreting the unseen extract from the play. Writing extended answers from multiple points of view. <b>Homework:</b> Revision</p> <p><b>Revisiting, revising, remembering opportunities :</b> <b>AO3</b></p>	<p><b>Unit of work:</b> C3 Revision <b>GCSE Assessment objectives:</b> (C3) <b>AO3</b></p> <ul style="list-style-type: none"> <li>- Revising for exam</li> </ul> <p><b>Enrichment/life and work skills:</b> Exploring the social, moral spiritual and cultural issues in the play. Writing from the perspective of audience member, actor, director and designer. All job roles and perspectives have to be taken into account.</p> <p><b>Assessments:</b> WTM <i>PPE Mark Scheme</i></p>
<p><b>Summer 2</b> Literacy foci: Verbal Communication, key terms. Writing. Structuring scenes and following conventions of script writing.</p> <p><b>Homework:</b> Preparing for devised performance - writing scripts/ collecting costume or props/ designing the technical requirements e.g. a sound or lighting plot.</p> <p><b>Revisiting, revising, remembering opportunities :</b> <b>AO1, AO2, AO4</b></p>	<p><b>Unit of work:</b> C3 Preparing for PPE1 <b>GCSE Assessment objectives:</b> (C3) <b>AO3</b></p> <ul style="list-style-type: none"> <li>-- Finishing portfolio coursework</li> <li>- Recapping DNA and Section B</li> </ul> <p><b>Enrichment/life and work skills:</b> Exploring the social, moral spiritual and cultural issues in the play. Writing from the perspective of audience member, actor, director and designer. All job roles and perspectives have to be taken into account.</p> <p><b>Assessments:</b> Y10 PPE <i>PPE Mark Scheme</i></p>	<p><b>Summer 2</b> Literacy foci : Understanding and interpreting the unseen extract from the play. Writing extended answers from multiple points of view. <b>Homework :</b> Revision</p> <p><b>Revisiting, revising, remembering opportunities :</b> <b>AO3</b></p>	<p><b>Unit of work:</b> C3 Revision <b>GCSE Assessment objectives:</b> (C3) <b>AO3</b></p> <ul style="list-style-type: none"> <li>-Revising for exam/ Exam period</li> </ul> <p><b>Enrichment/life and work skills:</b> Exploring the social, moral spiritual and cultural issues in the play. Exploring the social, moral spiritual and cultural issues in the play. Writing from the perspective of audience member, actor, director and designer. All job roles and perspectives have to be taken into account.</p> <p><b>Assessments</b> <b>C3 Exam</b></p>



# CURRICULUM MAP

'skills, knowledge and concepts: literacy, life skills and enrichment'

Term	Advanced Year 12 – Extended Certificate in Performing Arts – Teacher 1
<p><b>Autumn 1</b></p> <p><b>Literacy / numeracy foci :</b> Verbal communication, researching and note taking. Referencing.</p> <p><b>Homework :</b> Research and planning</p> <p><b>Revisiting, revising, remembering opportunities: Do-Nows, starters, quizzes.</b></p>	<p><b>Unit of work:</b> Unit 2 – Developing Skills and Techniques for Live Performance</p> <p><b>Assessment objectives:</b>            Learning Aim A: Understand the role and skills of a performer            Learning Aim B: Develop performance skills and techniques for live performance            Learning Aim C: Apply performance skills and techniques in selected styles            Learning Aim D: Review and reflect on development of skills and techniques for live performance</p> <p><b>Enrichment/life and work skills :</b> Set in a vocational context. Acquisition and development of performance and interpretative skills within acting. They will gain understanding of the life as a performer through practical training, explorations, workshops and assessments. Developing essential physical, vocal and creative skills to provide learners with a 'toolkit' of performance skills and techniques for future progression as performing arts practitioners.</p> <p><b>Assessments:</b>            Presentation to class  <i>Learning Aim A</i></p>
<p><b>Autumn 2</b></p> <p><b>Literacy foci :</b> Verbal communication, interpreting text for performance, learning lines.</p> <p><b>Homework :</b> Learning lines. Extra Research for role.</p> <p><b>Revisiting, revising, remembering opportunities</b></p>	<p><b>Unit of work:</b> Same as Autumn 1</p> <p><b>Assessment objectives:</b> Same as Autumn 1</p> <p><b>Enrichment/life and work skills:</b> Same as Autumn 1</p> <p><b>Assessments:</b>            Practical exploration and development work.            Self and peer evaluation.            Tutor observation records.            Recording of final performance.  <i>Learning Aim B and C</i></p>

Term	Advanced Year 12 – Extended Certificate in Performing Arts – Teacher 2
<p><b>Autumn 1</b></p> <p><b>Literacy foci:</b> Verbal communication, researching and note taking. Referencing. Writing a bibliography.</p> <p><b>Homework :</b> Research and planning</p> <p><b>Revisiting, revising, remembering opportunities; Do-Nows, starters, quizzes.</b></p>	<p><b>Unit of work:</b> Unit 1 - Investigating Practitioner's Work (M) - EXTERNAL</p> <p><b>Assessment objectives:</b>            AO1: Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners            AO2: Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners            AO3: Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire            AO4: Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements</p> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. They must watch and study up to three performances for each of their two chosen practitioners that exemplify their work in practice.</p> <p><b>Assessments :</b>            External Written AssessmentAO1, AO2, AO3, AO4</p>
<p><b>Autumn 2</b></p> <p><b>Literacy foci:</b> Verbal communication, researching and note taking. Referencing. Writing a bibliography.</p> <p><b>Homework :</b> Research and planning</p> <p><b>Revisiting, revising, remembering opportunities</b></p>	<p><b>Unit of work:</b> Unit 1 - Investigating Practitioner's Work (M) - EXTERNAL</p> <p><b>Assessment objectives:</b>            AO1: Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners            AO2: Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners            AO3: Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire            AO4: Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements</p> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. They must watch and study up to three performances for each of their two chosen practitioners that exemplify their work in practice.</p> <p><b>Assessments :</b>            External Written AssessmentAO1, AO2, AO3, AO4</p>



# CURRICULUM MAP

Term	Advanced Year 12 – Extended Certificate in Performing Arts – Teacher 1	Term	Advanced Year 12 – Extended Certificate in Performing Arts – Teacher 2
<b>Summer 1</b>  <b>Literacy foci :</b> Log/blog writing. Verbal communication. Note -taking  <b>Homework :</b> Research tasks.  <b>Revisiting, revising, remembering opportunities :</b> Skills taught will be used throughout the course.	<b>Unit of work:</b> Unit 3 – Group Performance Workshop (M) <b>Assessment objectives:</b> AO1: Understand how to interpret and respond to stimulus for a group performance AO2: Develop and realise creative ideas for a group performance in response to stimulus AO3: Apply personal management and collaborative skills to a group performance workshop process AO4: Apply performance skills to communicate creative intentions during performance workshop AO5: Review and reflect on the effectiveness of the working process and the workshop performance <b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership. <b>Assessments:</b> Milestone 1, Milestone 2 AO1, AO2, AO3	<b>Summer 1</b>  <b>Literacy foci</b>  <b>Homework</b>  <b>Revisiting, revising, remembering opportunities</b>	<b>Unit of work:</b> Unit 1 - Investigating Practitioner’s Work (M) – EXTERNAL ( <i>RESIT</i> ) <b>Assessment objectives:</b> AO1: Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners AO2: Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners AO3: Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire AO4: Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements  <b>Enrichment/life and work skills:</b> Set in a vocational context. They must watch and study up to three performances for each of their two chosen practitioners that exemplify their work in practice. <b>Assessments :</b> External Written Assessment <i>AO1, AO2, AO3, AO4</i>
<b>Summer 2</b>  <b>Literacy foci :</b> Log/blog writing. Verbal communication. Note -taking  <b>Homework :</b> Research tasks.  <b>Revisiting, revising, remembering opportunities :</b> Skills taught will be used throughout the course.	<b>Unit of work:</b> Unit 3 – Group Performance Workshop (M) <b>Assessment objectives:</b> AO1: Understand how to interpret and respond to stimulus for a group performance AO2: Develop and realise creative ideas for a group performance in response to stimulus AO3: Apply personal management and collaborative skills to a group performance workshop process AO4: Apply performance skills to communicate creative intentions during performance workshop AO5: Review and reflect on the effectiveness of the working process and the workshop performance <b>Assessments:</b> Milestone 1, Milestone 2 AO1, AO2, AO3	<b>Summer 2</b>  <b>Literacy foci</b>  <b>Homework</b>  <b>Revisiting, revising, remembering opportunities</b>	<b>Unit of work:</b> Unit 3 – Group Performance Workshop (M) <b>Assessment objectives:</b> AO1: Understand how to interpret and respond to stimulus for a group performance AO2: Develop and realise creative ideas for a group performance in response to stimulus AO3: Apply personal management and collaborative skills to a group performance workshop process AO4: Apply performance skills to communicate creative intentions during performance workshop AO5: Review and reflect on the effectiveness of the working process and the workshop performance <b>Assessments:</b> Milestone 1, Milestone 2 AO1, AO2, AO3

*‘skills, knowledge and concepts: literacy, life skills and enrichment’*



# CURRICULUM MAP

'skills, knowledge and concepts: literacy, life skills and enrichment'

Term	Advanced Year 13 – Extended Certificate in Performing Arts – Teacher 1
<u>Autumn 1</u>	<p><b>Unit of work:</b> Unit 3 – Group Performance Workshop (M) (MOCK)</p> <p><b>Assessment objectives:</b></p> <p>AO1: Understand how to interpret and respond to stimulus for a group performance</p> <p>AO2: Develop and realise creative ideas for a group performance in response to stimulus</p> <p>AO3: Apply personal management and collaborative skills to a group performance workshop process</p> <p>AO4: Apply performance skills to communicate creative intentions during performance workshop</p> <p>AO5: Review and reflect on the effectiveness of the working process and the workshop performance</p> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.</p> <p><b>Assessments:</b> Milestone 3, Milestone 4 AO1, AO2, AO3</p>
<p><b>Literacy / numeracy foci :</b> Verbal communication, researching and note taking. Referencing.</p> <p><b>Homework :</b> Research and planning</p> <p><b>Revisiting, revising, remembering opportunities: Do-Nows, starters, quizzes.</b></p>	
<u>Autumn 2</u>	<p><b>Unit of work:</b> Unit 19: Acting Styles</p> <ul style="list-style-type: none"> <li>- Understand acting styles and techniques for performance</li> <li>- Develop acting styles, skills and techniques for performance</li> <li>-Apply acting styles, skills and techniques in rehearsal and performance</li> <li>- Review personal development and own performance</li> </ul> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.</p> <p><b>Assessments:</b></p> <p>Videos of milestone workshops and rehearsals.</p> <p>Teacher observation records of milestone workshops and rehearsals.</p> <p>Unit log/blog including reflective notes taken in relation to workshops, rehearsals and individual research.</p> <p>Video of the final performance.</p>
<p><b>Literacy foci :</b> Verbal communication, interpreting text for performance, learning lines.</p> <p><b>Homework :</b> Learning lines. Extra Research for role.</p> <p><b>Revisiting, revising, remembering opportunities</b></p>	

Term	Advanced Year 13 – Extended Certificate in Performing Arts – Teacher 2
<u>Autumn 1</u>	<p><b>Unit of work:</b> Unit 19: Acting Styles</p> <ul style="list-style-type: none"> <li>- Understand acting styles and techniques for performance</li> <li>- Develop acting styles, skills and techniques for performance</li> <li>-Apply acting styles, skills and techniques in rehearsal and performance</li> <li>- Review personal development and own performance</li> </ul> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>•Research notebook. This should note the activities undertaken and sources used.</li> <li>•Report on the key features of three chosen acting styles referencing contrasting examples of practitioners and practice.</li> </ul>
<p><b>Literacy foci:</b> Verbal communication, researching and note taking. Referencing. Writing a bibliography.</p> <p><b>Homework :</b> Research and planning</p> <p><b>Revisiting, revising, remembering opportunities; Do-Nows, starters, quizzes.</b></p>	
<u>Autumn 2</u>	<p><b>Unit of work:</b> Unit 19: Acting Styles</p> <ul style="list-style-type: none"> <li>- Understand acting styles and techniques for performance</li> <li>- Develop acting styles, skills and techniques for performance</li> <li>-Apply acting styles, skills and techniques in rehearsal and performance</li> <li>- Review personal development and own performance</li> </ul> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.</p> <p><b>Assessments:</b></p> <p>Videos of milestone workshops and rehearsals.</p> <p>Teacher observation records of milestone workshops and rehearsals.</p> <p>Unit log/blog including reflective notes taken in relation to workshops, rehearsals and individual research.</p> <p>Video of the final performance.</p>
<p><b>Literacy foci:</b> Verbal communication, researching and note taking. Referencing. Writing a bibliography.</p> <p><b>Homework :</b> Research and planning</p> <p><b>Revisiting, revising, remembering opportunities</b></p>	



# CURRICULUM MAP

Term	Advanced Year 12 – Extended Certificate in Performing Arts – Teacher 1
<p><b>Spring 1</b></p> <p><b>Literacy / numeracy foci :</b> Log /blog writing. Referencing.</p> <p><b>Homework :</b> Evaluation of recorded performance</p> <p><b>Revisiting, revising, remembering opportunities:</b> Skills taught will be used throughout the course.</p>	<p><b>Unit of work:</b> Unit 2 – Developing Skills and Techniques for Live Performance</p> <p><b>Assessment objectives:</b> Learning Aim A: Understand the role and skills of a performer Learning Aim B: Develop performance skills and techniques for live performance Learning Aim C: Apply performance skills and techniques in selected styles Learning Aim D: Review and reflect on development of skills and techniques for live performance</p> <p><b>Enrichment/life and work skills :</b> Set in a vocational context. Acquisition and development of performance and interpretative skills within acting. They will gain understanding of the life as a performer through practical training, explorations, workshops and assessments. Developing essential physical, vocal and creative skills to provide learners with a ‘toolkit’ of performance skills and techniques for future progression as performing arts practitioners.</p> <p><b>Assessments :</b> Unit log/blog including evaluation and links to recordings of practical work. <i>Learning Aim D</i></p>
<p><b>Spring 2</b></p> <p><b>Literacy foci :</b> Log/blog writing. Verbal communication. Note - taking</p> <p><b>Homework :</b> Research tasks.</p> <p><b>Revisiting, revising, remembering opportunities :</b> Skills taught will be used throughout the course.</p>	<p><b>Unit of work:</b> Unit 3 – Group Performance Workshop (M) <b>MOCK UNIT</b></p> <p><b>Assessment objectives:</b> AO1: Understand how to interpret and respond to stimulus for a group performance AO2: Develop and realise creative ideas for a group performance in response to stimulus AO3: Apply personal management and collaborative skills to a group performance workshop process AO4: Apply performance skills to communicate creative intentions during performance workshop AO5: Review and reflect on the effectiveness of the working process and the workshop performance</p> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.</p> <p><b>Assessments:</b> Milestone 1, Milestone 2 AO1, AO2, AO3</p>

Term	Advanced Year 12 – Extended Certificate in Performing Arts – Teacher 2
<p><b>Spring 1</b></p> <p><b>Literacy foci:</b> Verbal communication, researching and note taking. Referencing. Writing a bibliography.</p> <p><b>Homework :</b> Research and planning</p> <p><b>Revisiting, revising, remembering opportunities</b></p>	<p><b>Unit of work:</b> Unit 1 - Investigating Practitioner’s Work (M) - EXTERNAL</p> <p><b>Assessment objectives:</b> AO1: Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners AO2: Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners AO3: Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire AO4: Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements</p> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. They must watch and study up to three performances for each of their two chosen practitioners that exemplify their work in practice.</p> <p><b>Assessments :</b> External Written Assessment AO1, AO2, AO3, AO4</p>
<p><b>Spring 2</b></p> <p><b>Literacy foci</b></p> <p><b>Homework</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p>	<p><b>Unit of work:</b> Unit 3 – Group Performance Workshop (M) <b>MOCK UNIT</b></p> <p><b>Assessment objectives:</b> AO1: Understand how to interpret and respond to stimulus for a group performance AO2: Develop and realise creative ideas for a group performance in response to stimulus AO3: Apply personal management and collaborative skills to a group performance workshop process AO4: Apply performance skills to communicate creative intentions during performance workshop AO5: Review and reflect on the effectiveness of the working process and the workshop performance</p> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.</p> <p><b>Assessments:</b> Milestone 1, Milestone 2 AO1, AO2, AO3</p>

‘skills, knowledge and concepts: literacy, life skills and enrichment’



# CURRICULUM MAP

Term	Advanced Year 13 – Extended Certificate in Performing Arts – Teacher 1
<p><b>Spring 1</b></p> <p><b>Literacy / numeracy foci :</b> Log /blog writing. Referencing.</p> <p><b>Homework :</b> Evaluation of recorded performance</p> <p><b>Revisiting, revising, remembering opportunities:</b> Skills taught will be used throughout the course.</p>	<p><b>Unit of work:</b> Unit 3 – Group Performance Workshop (M)</p> <p><b>Assessment objectives:</b> AO1: Understand how to interpret and respond to stimulus for a group performance AO2: Develop and realise creative ideas for a group performance in response to stimulus AO3: Apply personal management and collaborative skills to a group performance workshop process AO4: Apply performance skills to communicate creative intentions during performance workshop AO5: Review and reflect on the effectiveness of the working process and the workshop performance</p> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.</p> <p><b>Assessments:</b> Milestone 1, Milestone 2, AO1, AO2, AO3</p>
<p><b>Spring 2</b></p> <p><b>Literacy foci :</b> Log/blog writing. Verbal communication. Note - taking</p> <p><b>Homework :</b> Research tasks.</p> <p><b>Revisiting, revising, remembering opportunities :</b> Skills taught will be used throughout the course.</p>	<p><b>Unit of work:</b> Unit 3 – Group Performance Workshop (M)</p> <p><b>Assessment objectives:</b> AO1: Understand how to interpret and respond to stimulus for a group performance AO2: Develop and realise creative ideas for a group performance in response to stimulus AO3: Apply personal management and collaborative skills to a group performance workshop process AO4: Apply performance skills to communicate creative intentions during performance workshop AO5: Review and reflect on the effectiveness of the working process and the workshop performance</p> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.</p> <p><b>Assessments:</b> Milestone 3, Milestone 4 AO1, AO2, AO3</p>

Term	Advanced Year 13 – Extended Certificate in Performing Arts – Teacher 2
<p><b>Spring 1</b></p> <p><b>Literacy foci:</b> Verbal communication, researching and note taking. Referencing. Writing a bibliography.</p> <p><b>Homework :</b> Research and planning</p> <p><b>Revisiting, revising, remembering opportunities</b></p>	<p><b>Unit of work:</b> Unit 19: Acting Styles</p> <ul style="list-style-type: none"> <li>- Understand acting styles and techniques for performance</li> <li>- Develop acting styles, skills and techniques for performance</li> <li>-Apply acting styles, skills and techniques in rehearsal and performance</li> </ul> <p>Review personal development and own performance</p> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.</p> <p><b>Assessments:</b> Videos of milestone workshops and rehearsals. Teacher observation records of milestone workshops and rehearsals. Unit log/blog including reflective notes taken in relation to workshops, rehearsals and individual research. Video of the final performance.</p>
<p><b>Spring 2</b></p> <p><b>Literacy foci</b></p> <p><b>Homework</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p>	<p><b>Unit of work:</b> Unit 3 – Group Performance Workshop (M)</p> <p><b>Assessment objectives:</b> AO1: Understand how to interpret and respond to stimulus for a group performance AO2: Develop and realise creative ideas for a group performance in response to stimulus AO3: Apply personal management and collaborative skills to a group performance workshop process AO4: Apply performance skills to communicate creative intentions during performance workshop AO5: Review and reflect on the effectiveness of the working process and the workshop performance</p> <p><b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.</p> <p><b>Assessments:</b> Milestone 1, Milestone 2 AO1, AO2, AO3</p>

*'skills, knowledge and concepts: literacy, life skills and enrichment'*



# CURRICULUM MAP

Term	Advanced Year 13 – Extended Certificate in Performing Arts – Teacher 1	Term	Advanced Year 13 – Extended Certificate in Performing Arts – Teacher 2
<b>Summer 1</b>  <b>Literacy foci :</b> Log/blog writing. Verbal communication. Note -taking  <b>Homework :</b> Research tasks.  <b>Revisiting, revising, remembering opportunities :</b> Skills taught will be used throughout the course.	<b>Unit of work:</b> Unit 3 – Group Performance Workshop (M) <b>Assessment objectives:</b> AO1: Understand how to interpret and respond to stimulus for a group performance AO2: Develop and realise creative ideas for a group performance in response to stimulus AO3: Apply personal management and collaborative skills to a group performance workshop process AO4: Apply performance skills to communicate creative intentions during performance workshop AO5: Review and reflect on the effectiveness of the working process and the workshop performance <b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership. <b>Assessments:</b> Milestone 1, Milestone 2AO1, AO2, AO3	<b>Summer 1</b>  <b>Literacy foci</b>  <b>Homework</b>  <b>Revisiting, revising, remembering opportunities</b>	<b>Unit of work:</b> Unit 3 – Group Performance Workshop (M) <b>Assessment objectives:</b> AO1: Understand how to interpret and respond to stimulus for a group performance AO2: Develop and realise creative ideas for a group performance in response to stimulus AO3: Apply personal management and collaborative skills to a group performance workshop process AO4: Apply performance skills to communicate creative intentions during performance workshop AO5: Review and reflect on the effectiveness of the working process and the workshop performance <b>Enrichment/life and work skills:</b> Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership. <b>Assessments:</b> Milestone 1, Milestone 2AO1, AO2, AO3
<b>Summer 2</b>  <b>Literacy foci :</b> Log/blog writing. Verbal communication. Note -taking  <b>Homework :</b> Research tasks.  <b>Revisiting, revising, remembering opportunities :</b> Skills taught will be used throughout the course.		<b>Summer 2</b>  <b>Literacy foci</b>  <b>Homework</b>  <b>Revisiting, revising, remembering opportunities</b>	

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