

Subject :	Performing Arts
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	June - July	Sept-Oct
Scheme title	Adverts - Willy Wonka	World War One
Purpose of scheme	This unit introduces students to new stagecraft and devising techniques used to persuade the audience through an advert. It will also enhance their creativity and design skills through designing a new Willy Wonka sweet. Students will develop their Physical Theatre skills further through creating a machine factory, incorporating	This unit develops students devising skills further, introducing them to more advance storytelling techniques to create mood and atmosphere. Students will gain knowledge of the key historical event, WW1, and explore mature themes related to this through drama techniques.
Knowledge in sequence	<p>Week 1: To develop creative design and presentation skills</p> <p>Week 2: To develop knowledge of the persuasive techniques used in adverts.</p> <p>Week 3: To understand how to block a scene and use voice-over</p> <p>Week 4: To be able to perform a Willy Wonka advert</p>	<p>Week 1: To understand how to create tension in a performance</p> <p>Week 2: To be able to prepare a monologue for performance</p> <p>Week 3: To develop knowledge of enlistment and conscription using conscience alley</p> <p>Week 4: To develop knowledge of Conscientious Objectors and the White Feather</p> <p>Week 5: To be able to reflect on and analyse my own and others' performance</p> <p>Week 6: To be able to perform a scene</p>

Skills	<p>Vocal Skills: Diction and projection / Emphasis and Volume / Pitch / Tone</p> <p>Physical Skills: Eye contact</p> <p>Stagecraft: Audience awareness / Blocking / Proxemics and use of space / Energy / Set and props interaction</p> <p>Drama conventions and techniques: Physical Theatre / Direct Address / Speech and dialogue (Students could choose to use other convention and techniques as part of their advert).</p> <p>Group Skills: -Creating an advert in groups</p>	<p>Vocal Skills: Emphasis and Volume / Pitch / Accent / Rhythm and Tempo / Tone</p> <p>Physical Skills: Posture and body language / Expressions (facial) / Dynamics and movement</p> <p>Stagecraft: Levels / Set and props interaction / Blocking</p> <p>Drama conventions and techniques: Monologue / Physical Theatre / Slow-motions / Tableau / Split-scene / Thought-tracking / Conscience Alley</p> <p>Group Skills: -Devising scenes in groups</p> <p>Reflection and Analysis: -Verbal reflections throughout -Verbal analysis of others' performances throughout -Written reflection in books</p>
Key Words	Jingles and Music / Slogans / Rhetorical / Questions / Voice Overs / Products / Facts and Figures / Statistics / Persuasive / Language / Physical Theatre / Blocking / Voice Over	Enlistment / Conscription / Trench / Over the Top / Advance / Propaganda / Conscientious Objector / White Feather / Monologue / Tableaux / Thought-tracking / Conscience Alley / Split Scene
End Point	Students will use stagecraft skills and devising techniques to devise an advert, persuading the audience to buy a new sweet they have designed. They will perform this advert using vocal and physical skills. Students will also be able to identify and define the techniques and skills they have used.	Students will be able to use drama techniques to develop their understanding of the events in WW1 and those affected. They will write a monologue as a soldier on the front-line and devise two performances set in 1916 (one in the trenches and one at home) using advanced story-telling and devising techniques. Students will also be

Assessment method	<p>MID-TOPIC PROGRESS POINT WEEK 3: Self/peer evaluation and target setting in response to teacher verbal feedback.</p> <p>FINAL ASSESSMENT: Assessed through performance and theory quiz. Students' levels are based on the Performing Arts assessment skills ladder</p>	<p>MID-TOPIC PROGRESS POINT WEEK 4/5: Self/peer evaluation and target setting in response to teacher verbal feedback.</p> <p>FINAL ASSESSMENT: Assessed through performance and theory quiz. Students' levels are based on the Performing Arts assessment skills ladder</p>
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Year Group:	8
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Nov - Dec	Jan - Feb
Melodrama and Pantomime	The Tempest
This unit introduces students to Pantomime conventions. It encourages students to come out of their comfort zone and push themselves to exaggerate their physicality and vocal skills as well as interact with the audience, whilst performing a more complex script than in previous topics. Students also explore the historical origins	This unit introduces students to Shakespearian text, developing scripted performance skills through more advance text and language. It gives students the opportunity to consolidate previous physical and vocal skills, as well as building on Physical Theatre knowledge and skills with the addition of a sound-scape.
<p>Week 1: To understand the origins and style of Melodrama</p> <p>Week 2: To develop knowledge of the stock characters in Melodrama and Pantomime</p> <p>Week 3: To understand how to apply Pantomime conventions to a performance of a Pantomime script</p> <p>Week 4: To be able to devise a Slapstick Comedy sequence</p> <p>Week 5: To understand how to analyse and improve my own performance</p> <p>Week 6: To be able to performance my Pantomime scene using the conventions of Pantomime</p>	<p>Week 1: To develop knowledge of The Tempest plot</p> <p>Week 2: To be able to practically explore the first scene in The Tempest</p> <p>Week 3: To develop synchronised movement skills through a performance of Ariel's Song</p> <p>Week 4: To develop Physical Theatre skills through the creation of Caliban</p> <p>Week 5: To be able to reflect on and analyse my own and others' performances.</p> <p>Week 6: To be able to perform Caliban's speech, including a soliloquy</p>

<p>Stagecraft: Blocking / Proxemics and spatial awareness / Audience awareness / Set and props interaction / Energy / Concentration and focus</p> <p>Vocal Skills: Pitch / Accent / Tone / Diction and projection</p> <p>Physical Skills: Dynamics and movement / Stance / Posture and body language / Expressions (facial) / Gestures / Eye contact</p> <p>Drama techniques and conventions: Melodrama / Role-play / Direct Address / Speech and dialogue / Mime</p> <p>Group Skills: -Creating slapstick routine in pairs -Performing a scripted scene with a group</p> <p>Reflection and Analysis: -Verbal reflections throughout</p>	<p>Vocal Skills: Pitch / Tone / Rhythm and tempo / Emphasis and volume</p> <p>Physical Skills: Dynamics and movement / Posture and body language</p> <p>Stagecraft: Blocking / Concentration and focus</p> <p>Drama conventions and techniques: Improvisation / Speech and dialogue / Physical Theatre / Sound scape / Soliloquy</p> <p>Group Skills: -Devising scenes from a text with a group. Exploring how to communicate themes, atmosphere and character's thoughts through drama techniques -Performing a scripted scene with a group</p> <p>Reflection and Analysis: -Verbal reflections throughout -Verbal analysis of others' performances throughout -Written reflection in books</p>
<p>Originated / Exaggerated / Plot / Melodrama / Hero / Heroine / Aged Parent / Villain / Comedy Servant / Mysterious Stranger / Principal Boy / Principal Girl / Dame / Villain / Comedy / Magical / Gender Swap / Audience</p>	<p>Alonso / Antonio / Ferdinand / Boatswain / Prospero / Miranda / Ariel / Caliban / Plot / Sound-scape / Comedy / Improvisation / Physical Theatre / Synchronised / Soliloquy</p>
<p>Students will use Pantomime conventions, including slapstick comedy, and physical and vocal skills to perform a scripted scene from a Pantomime. Students will also be able to explain the original of pantomime and identify and define the conventions and skills they have used.</p>	<p>Students will perform three scenes, incorporating a soliloquy, from The Tempest. In each scene they will use Physical Theatre, sound-scape and vocal and physical characterisation skills. Students will also be able to identify key characters in the play and understand the plot.</p>

<p>MID-TOPIC PROGRESS POINT WEEK 4/5: Self-reflection and target setting in response to teacher verbal feedback and peer feedback .</p> <p>FINAL ASSESSMENT: Assessed through performance, theory quiz and analysis task .</p> <p>Students' levels are based on the Performing Arts assessment skills ladder</p>	<p>MID-TOPIC PROGRESS POINT WEEK 4/5: Self/peer evaluation and target setting in response to teacher verbal feedback.</p> <p>FINAL ASSESSMENT: Assessed through performance and theory quiz. Students' levels are based on the Performing Arts assessment skills ladder</p>
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Mach - April
Choreography
<p>This unit gives students a chance to revisit dance skills, this time enhancing knowledge and use of the five key dance actions and choreographic devices in response to a brief. Students will have more autonomy and independence to choose the style of their dance, including musical choices.</p>
<p>Week 1: To be able to develop knowledge of the five key dance actions</p> <p>Week 2: To understand how to use formations in a dance</p> <p>Week 3: To explore the use of levels, directions and transitions in dance</p> <p>Week 4: To understand how to use dynamics in my choreograph</p> <p>Week 5: To be able to reflect on and analyse my own and others' performances.</p> <p>Week 6: To develop my use of dance relationships in my final dance performance</p>

Physical Skills:

Gestures / Expressions / Dynamics and Movement

Stagecraft:

Entrances and Exits / Levels / Audience awareness /
Concentration and Focus / Energy / Proxemics

Dance Specific Conventions and techniques:

-Action -Space – Formations, Levels, Direction -Dynamics -
Timing –Choreography -Five key dance movements -
Canon, unison, solo

Group Skills

-Choreographing a routine as a group

Reflection and Analysis:

-Verbal reflections throughout
-Verbal analysis of others' performances throughout
-Written reflection in books

Choreography / Choreographer / Choreographic Devices /
Actions / Formations / Dynamics / Transitions / Canon /
Unison / Level / Direction / Dance Relationships

Students will choreograph and perform a dance routine using the five dance actions. They will plan their timing, formations, levels, directions and dynamics (as well as other choreographic devices). Students will also be able to identify and define the devices they have used.

MID-TOPIC PROGRESS POINT WEEK 4/5:

Self-reflection and target setting in response to teacher verbal feedback and peer feedback .

FINAL ASSESSMENT:

Assessed through performance, theory quiz and analysis task .

Students' levels are based on the Performing Arts assessment skills ladder

May - June
Devising from a Stimulus
<p>This unit gives students the opportunity to devise performances independently, selecting the skills and techniques feel are appropriate. Students will also be introduced to new devising techniques linked to the concept and structure of their performance.</p>
<p>WEEK 1: To be able to explore a stimulus and develop concepts</p> <p>WEEK 2: To be able to use a stimulus to develop a character and a story-board</p> <p>WEEK 3: To understand how to write a script extract</p> <p>WEEK 4: To develop knowledge of roles and responsibilities in Theatre</p> <p>WEEK 5: To be able to reflect on and analyse my performance</p> <p>WEEK 6: To be able to perform a devised piece OR present a design concept, influenced by a stimulus</p>

Group Skills:

-Working as a team to conduct research into the stimulus and theme they have chosen.

-Exploring how to interpret a stimulus through drama techniques.

Drama techniques and conventions:

-Students select the most effective techniques and conventions for the rehearsal and performance of their piece.

Vocal Skills

Physical Skills

Stagecraft Skills

Stimulus / Concept / Improvisation / Story board / Plot / Character profile / Slug line / Narration / Script / Devising / Design / Roles / Responsibilities / Actor / Director / Set Designer / Mood Board / Model Box / Costumer Designer / Sketch / Swatch / Marketing Manager / Programme / Annotation

Students will either devise and perform their own performance OR present a design concept for their piece. They will have researched their ideas. developed a concept, created a story-board and written a script extract before performing or presenting their final piece.

MID-TOPIC PROGRESS POINT WEEK 4/5:

Self-reflection and target setting in response to teacher verbal feedback and peer feedback .

FINAL ASSESSMENT:

Assessed through performance and research task.

Students' levels are based on the Performing Arts assessment skills ladder.