


Department	Drama	 <b>Heath Park</b> EVERY PUPIL ALWAYS IN FOCUS
Key Stage	Key Stage 3/ Year 8	

Date Delivered	Unit Title	End Point	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Term 1	Physical Theatre	Assessment will be assessed on their ability to collaborate. Using physicality through contact. To symbolism meaning through movement. Devising sequenced, fluid, fluent movements in performance.	<i>Clear the Space</i>  Round by Through  Hymn's Hands  Chair Duet	<ul style="list-style-type: none"> <li>Practically explore Frantic Assembly's 'Clear the Space' during rehearsal.</li> <li>Practically explore Frantic Assembly's 'Round by Through' during rehearsal.</li> <li>Know how to use physical contact to narrate meaning and emotions.</li> <li>Practically explore Frantic Assembly's 'Hymn's Hands' during rehearsal.</li> <li>Practically explore Frantic Assembly's 'Chair Duets' during rehearsal.</li> </ul>	<b>Mid Point Review</b> <ul style="list-style-type: none"> <li>Practical Performance</li> <li>Spellings</li> <li>Interm Questions</li> <li>RAG Rate</li> </ul> <b>End Point Review</b> <ul style="list-style-type: none"> <li>Practical Performance</li> </ul>	Knowledge Book/ Assessment Booklet  Scheme of work resources  <ul style="list-style-type: none"> <li>PUSH Physical Theatre (Different Breed Promo)</li> </ul>

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		<p><b>Students should be assessed in this project on the extent to which they:</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively.</li> <li>• Use physicality through contact.</li> <li>• Show symbolism</li> <li>• Communicate meaning through movement.</li> <li>• Present sequenced, Fluid, Fluent movements.</li> <li>• Apply the 7 Areas of Movement – <a href="#">Facial Expressions</a>, <a href="#">Body Language</a>, <a href="#">Gestures</a>, <a href="#">Space</a></li> </ul>	Devising in response to a Stimulus	<ul style="list-style-type: none"> <li>• Thoughts and feelings on the stimuli.</li> <li>• Non-naturalistic techniques in performance.</li> <li>• Reflect on strengths &amp; improvement in own and peers work.</li> </ul>	- Written Response	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=KhIShytmHLo">https://www.youtube.com/watch?v=KhIShytmHLo</a></li> <li>• Dominik Nosal - Hymn Hands <a href="https://www.youtube.com/watch?v=Lj9ZMWEaqVk">https://www.youtube.com/watch?v=Lj9ZMWEaqVk</a></li> <li>• Hymns Hands Working Process 1 (Lingbo &amp; Holly) <a href="https://www.youtube.com/watch?v=wWjH4uxe7Og">https://www.youtube.com/watch?v=wWjH4uxe7Og</a></li> <li>• Chair Duets: Frantic Ignition 2015 Company <a href="https://www.youtube.com/watch?v=Af7lbwW8cFY">https://www.youtube.com/watch?v=Af7lbwW8cFY</a></li> <li>• Chair Duets Step-by-Step Instructions <a href="https://www.youtube.com/watch?v=PB-9LERsyY8&amp;t=4s">https://www.youtube.com/watch?v=PB-9LERsyY8&amp;t=4s</a></li> </ul>

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Term 2	The Labyrinth by David Calcutt	<p>Assessment will be used to assess students ability to work alongside text to physicalise and vocalise the narrative through the medium of ensemble work.</p> <p><b>Key skills to be developed include</b></p> <ul style="list-style-type: none"> <li>• Present a narrative as a chorus.</li> <li>• Working on choral speech &amp; movement to present stories of the city 'Crete/ Athens'.</li> <li>• Working in Unison to present a Synchronisation/ Timed performance.</li> <li>• Experimenting with the text to present it in a stylised way.</li> </ul>	<p>Understanding Narrative, Plot &amp; Character</p> <p>Narrative - Characters</p> <p>Physicalising a text through the medium of Greek Theatre Conventions.</p> <p>Vocalising a text through the medium of Greek Theatre Convention.</p>	<ul style="list-style-type: none"> <li>• Narrative (Storyline)</li> <li>• Basic understanding of the origins of Greek Theatre.</li> <li>• Themes &amp; issues explored in The Labyrinth.</li> <li>• Central characters &amp; character relationship.</li> <li>• Response to stimulus (The Labyrinth).</li> <li>• The use of open/ closed questions in Hot Seating to gain information.</li> <li>• Conscience Alley/ Devil &amp; Angel to explore a characters moral dilemma.</li> <li>• Apply Choral movement to develop greater understanding of the central characters in The Labyrinth.</li> <li>• Transitions using Choral Movement through the use of Gestures &amp; Stylised Movement (Round By Through, Hymns Hands &amp; The Fluff).</li> <li>• Choral Speech (Unison, Cannon, Echo)</li> <li>• Develop an understanding of Choral Movement through the use of Unison, Canon, Echo/ Sound Scape &amp; Verbal Machine.</li> <li>• Narration (First/ Third)</li> </ul>	<p><b>Mid Point Review</b></p> <ul style="list-style-type: none"> <li>- Practical Performance</li> <li>- Spellings</li> <li>- Interm Questions</li> <li>- RAG Rate</li> </ul> <p><b>End Point Review</b></p> <ul style="list-style-type: none"> <li>- Practical Performance</li> <li>- Written Response</li> </ul>	<p>Knowledge Book/ Assessment Booklet</p> <p>Scheme of work resources</p> <p>Lesson specific home learning.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zx67xnb">https://www.bbc.co.uk/bitesize/clips/zx67xnb</a></p> <p><b>Contextual Information:-</b></p> <ul style="list-style-type: none"> <li>• The theatre-loving Ancient Greeks flocked to hillside theatres during their leisure time to see the latest plays.</li> <li>• Comedies, tragedies and satires were performed by men only and they wore different masks, wigs and padded costumes to</li> </ul>

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			Vocalising a text through the medium of dramatic techniques	<ul style="list-style-type: none"> <li>• Difference between First &amp; Third Person Narrative.</li> <li>• First/ Third person narration to develop greater understanding of the central characters in The Labyrinth.</li> </ul>		portray their characters. <ul style="list-style-type: none"> <li>• All of today's plays, TV programmes and films have their origins in Greek Theatre.</li> <li>• Modelling of technique through visual aid:-  <a href="https://www.youtube.com/watch?v=nYxUvNpYXuo">https://www.youtube.com/watch?v=nYxUvNpYXuo</a> </li> </ul>
<b>Term 3</b>	Devising & Scripted	<b>Students should be assessed in this project on the extent to which they:</b> <ul style="list-style-type: none"> <li>• Work positively as part of a team</li> </ul>	Understanding the fundamentals of improvisation	<ul style="list-style-type: none"> <li>• Improvisation is an act made up spontaneously.</li> <li>• Work from a stimulus/ scripted text.</li> <li>• Know a stimulus is a starting point.</li> <li>• Acquire practical knowledge of improvisation skills</li> </ul>	<b>Mid Point Review</b> <ul style="list-style-type: none"> <li>- Practical Performance</li> <li>- Spellings</li> <li>- Interim Questions</li> </ul>	Knowledge Book/ Assessment Booklet  Scheme of work resources

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		<ul style="list-style-type: none"> <li>• Experiment with characterisation skills in creating a character.</li> <li>• Become familiar with vocal and movement techniques.</li> <li>• Perform in front of an audience using improvisation techniques</li> <li>• Create characters using imagination</li> <li>• Have developed rehearsal skills</li> <li>•</li> </ul> <p><b><u>Key skills to be developed include</u></b></p> <ul style="list-style-type: none"> <li>• <b>Spontaneity</b> and following through with initial ideas</li> <li>• <b>Accepting</b> – accepting an idea that has been</li> </ul>	<p>Responding to stimuli &amp; scenarios Ralph McTell Streets of London</p>	<ul style="list-style-type: none"> <li>• Stimulus is a starting point.</li> <li>• Hot Seating is a technique used to develop greater understanding about a character through open and closed questions.</li> <li>• Thought Tracking is when a character steps out of a frozen moment of action and express their thoughts and feelings.</li> <li>• Monologue is a solo speech where a performer communicates to an audience about their thoughts, feelings and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>- RAG Rate</li> </ul> <p><b>End Point Review</b></p> <ul style="list-style-type: none"> <li>- Practical Performance</li> <li>- Written Response</li> </ul>	
			<p>Responding to stimuli &amp; scenarios A Curious Neighbourhood</p>	<ul style="list-style-type: none"> <li>• Physical theatre is the use of movement to tell a story through non-verbal communication.</li> <li>• Transitions moving from one scene to another.</li> <li>• Choral movement is when performers perform a movement in unison as chorus.</li> <li>• Know how mime can be used to create an exaggerated action (gestures).</li> </ul>		

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		<p>presented to you in improvisation</p> <ul style="list-style-type: none"> <li>• <b>Blocking</b> – ignoring/denying an idea that has been presented in improvisation</li> <li>• <b>Creativity</b> – Encourages you to think outside of the box having Conflicting Objectives (challenge activity)</li> <li>• <b>Spontaneous and polished improvisation</b></li> </ul>	<p>Responding to stimuli &amp; scenarios London Road &amp; Verbatim</p>	<ul style="list-style-type: none"> <li>• Verbatim Theatre is the varied use of documentary theatre to devise a performance. Demonstrating how they can use primary/ secondary sources to create an emotive/ realistic story.</li> <li>• Documentary; Using pictures or interviews with people involved in real events to provide a factual report on a particular subject.</li> </ul>		
			<p>Responding to stimuli &amp; scenarios DNA by Dennis Kelly</p>	<ul style="list-style-type: none"> <li>• Stereotype is a widely held view of categories of people in society.</li> <li>• Tableau;- Layered image to set a scene.</li> <li>• Freeze Frames;- To highlight a significant moment.</li> <li>• Thought Tracking;- Step out of a frozen moment to express the characters thoughts and feelings.</li> </ul>		
			<p>Responding to stimuli &amp; scenarios Death of England by Roy Williams</p>	<ul style="list-style-type: none"> <li>• Chair Duet:- Synchronised movement using chairs to narrate a story.</li> <li>• Total Theatre:- Using the human body to create props and object.</li> <li>• Choral Speech:- Choral speech is when performers perform a dialogue in unison as chorus.</li> </ul>		
			<p>Sustained Improvisation Performance</p>	<ul style="list-style-type: none"> <li>• Apply improvisation and devising skills during a sustained improvisation.</li> </ul>		

