

MOOR PARK HIGH SCHOOL: CURRICULUM

Key Stage 3 Long Term Planning

Year 7 2019-2020 INTENT: To introduce basic drama skills in devising, performing and evaluating.

Faculty Area: The Expressive Arts (Drama)

Year 7	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	'Origins'	Introduction to Drama Rules and expectations, vocal skills, physical skills, role play.	Bullying script, dialogue, blocking, stage directions, thought tunnel, role play, role of the wall.	Darkwood Manor Physical Theatre, storytelling, storyboarding, hot seating.		Mime History of Mime, control, clarity, exaggeration.	Greek Theatre Chorus, cannon, unison
Skills	Establishing classroom rules and expectations	Warm up games, effective group work & communication, team work, confidence. Vocal expression, tone and projection. Use of facial expressions, gesture and movement.	Interpreting and performing a role from a short script. Learning lines. Identifying stage directions. Exploration of dramatic strategies.	Speaking and listening, turn taking, actively engaging in discussion and showing respect for all class members. Precision and control, Using sound effects to build tension, creating atmosphere. Vocal skills, story structure, narration. Hot seating.	Exaggeration, control and accuracy, clarity, actions, facial expression and gestures.	Learning lines from a short script. Performing as part of an ensemble cast, good team work, communication and listening skills. Choral speaking in unison and in cannon.	
Connections to previous learning		N/A it is assumed pupils have little experience and prior learning in drama apart from school assemblies.	Links to Autumn 1 – Pupils will show their understanding of vocal skills by applying these on the stage in performance	Links to Autumn 1 + 2 – Pupils will have the opportunity to revisit the skills from the previous schemes to develop them further in performance		Links to Spring 1 + 2 – Pupils will focus on their movement on the stage developing their exaggeration, gestures, gait and body language.	Links to Spring 1 + 2, Summer 1 – Pupils will apply all previous knowledge and skills to this scheme.
Assessment	General teacher observations will take place during this unit as an early indication of pupil personality, drama experience and the dynamic of the group as a whole.	Baseline assessment <i>Pupils will be required to perform short tasks as and individual and in a small group in role play situations</i>	CAP 1 <i>Bulling Scripted Performance. Pupils will be expected to perform as a short script as part of a group</i>	CAP 2 <i>Pupils are required to devise a short physical theatre performance based around the suggested story/given scenes.</i>		CAP 3 <i>Pupils will work as part of a group to devise a short piece of mime.</i>	End of year exam <i>Holistic RAG rating based on all assessment tasks across the year</i>
Homework	N/A	Rehearsing their role for the performance at home. Learning any lines of dialogue.	Rehearsing their role for the performance at home. Learning any lines of dialogue.	Rehearsing their role for the performance at home. Learning any lines of dialogue.		Rehearsing their role for the performance at home.	Rehearsing their role for the performance at home. Learning any lines of dialogue.

Super Learning Week – 3 Days

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Year 8 2019-2020 INTENT: To further develop drama skills in devising, performing and evaluating.

Faculty Area: The Expressive Arts (Drama)

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Melodrama The history of Melodrama. Stock characters. Cue cards.	Pantomime The history of Pantomime. Stock characters. Cue cards.	Mask Work Skills and techniques of working with a mask. Plan and storyboard a performance.		TV Chat Shows Writing a short script, developing a character. Audience participation.	
Skills	Portrayal of a stock character in performance. Exaggerated acting style.	Portrayal of a Pantomime character in performance. Exaggerated acting style using traditional theatre conventions.	Use of a mask in performance. Awareness of the audience. Actions, movements, gestures, body language and gait. Exaggeration in role with high levels of control and accuracy.		Devising Audience participation Use of the microphones and PA System Clear vocal skills	
Connections to previous learning		Links to Autumn 1 Pupils will link the two genres together through the stock characters, use of cue cards and the themes which are common to both.	Links to year 7 Summer 1 Pupils will revisit the genre of mime, In year 8 they will add the element of mask to their work to enable pupils to demonstrate their awareness of the audience and to develop their physical drama skills.		Links to Spring 1 + 2 Pupils will continue to develop their ability and confidence to devise drama work. Links to Autumn 1 + 2 Pupils will continue to develop a character in performance.	
Assessment	CAP 1 Melodrama Play Pupils will work as a small group to learn and perform a short-devised play.	Pantomime Performance Pupils will work as a small group to perform a short-scripted pantomime	CAP 2 Mask Work Performance Pupils will work in small groups to devise a short sketch of either: <ul style="list-style-type: none"> • The First Date • The Bank Robbery • The Exam Pupils will perform wearing masks.		CAP 3 TV Chat Shows Pupils will work as a small group to devise and perform a short performance based on a chat show.	
Homework	Rehearsing their role for the performance at home. Learning any lines of dialogue.	Rehearsing their role for the performance at home. Learning any lines of dialogue.	Rehearsing their role for the performance at home.		Rehearsing their role for the performance at home. Learning any lines of dialogue.	

Super Learning Week – 3 Days

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Key Stage 3 Long Term Planning

Year 9 2019-2020 INTENT: To develop confidence and resilience through music making

Faculty Area: The Expressive Arts (Drama)

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Knowledge ?	Documentary Drama Using a stimulus Devising Creating atmosphere Character motivations		Our Day Out Develop and interpret a script, role on the wall, hot seating and thought tunnel, applying stage directions, learning longer sections of dialogue.				Super Learning Week – 3 Days
Skills	Developing a believable character Connecting with an audience to generate emotion and atmosphere Devising longer performance pieces demonstrating a range of drama techniques based on a stimulus.		Working with a script. Learning lines. Demonstrate a range of vocal and physical skills to successfully communicate a role to an audience. Demonstrate the use of stage directions within a performance.				
Connections to previous learning	Links to Year 8 Summer 1 + 2 Pupils continue to develop their confidence to devise appropriate scenes. Pupils continue to develop realistic characters.		Links to Year 7 Autumn 2, Summer 2 and year 8 Autumn 2 Pupils will work with a script				
Assessment	CAP 1 Documentary Drama		CAP 2 Our Day Out <i>Pupils will take on the role of a character from the play. Pupils will work as a group/whole class to perform a significant section of the play.</i>				
Homework	Rehearsing their role for the performance at home. Learning any lines of dialogue.		Rehearsing their role for the performance at home. Learning any lines of dialogue.				



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Key Stage 4 Long Term Planning

Year 10 2019-2020 SYLLABUS: Pearson BTEC Tech Award in Performing Arts (Level 1/2)

Curriculum Area: BTEC Performing Arts

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year 10 Work Experience – 1 Week	Super Learning Week – 3 Days
Syllabus	BTEC TECH AWARD IN PERFORMING ARTS LEVEL 1/2 Component 1							
Knowledge	PERFORMANCE STYLE 1- Examine professional practitioners’ performance work – influence, creative outcomes and purpose. Explore the interrelationships between constituent features of existing performance material.		PERFORMANCE STYLE 2- Examine professional practitioners’ performance work – influence, creative outcomes and purpose. Explore the interrelationships between constituent features of existing performance material.		PERFORMANCE STYLE 3 - Examine professional practitioners’ performance work – influence, creative outcomes and purpose. Explore the interrelationships between constituent features of existing performance material.			
Skills	Describe/discuss/assess the stylistic qualities of work using appropriate/ considered examples of how the roles, responsibilities and skills contribute to creative intentions and purpose of this style of theatre Describe/ discuss/ explain how the interrelationships, processes and skills used by practitioners’ with relevant/ appropriate/ considered examples of how they contribute effectively to performance work.		Describe/discuss/assess the stylistic qualities of practitioners’ work using appropriate/ considered examples of how the roles, responsibilities and skills contribute to creative intentions and purpose of this style of theatre Describe/ discuss/ explain how the interrelationships, processes and skills used by practitioners’ with relevant/ appropriate/ considered examples of how they contribute effectively to performance work.		Describe/discuss/assess the stylistic qualities of practitioners’ work using appropriate/ considered examples of how the roles, responsibilities and skills contribute to creative intentions and purpose of this style of theatre Describe/ discuss/ explain how the interrelationships, processes and skills used by with relevant/ appropriate/ considered examples of how they contribute effectively to performance work.			

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Key Stage 4 Long Term Planning

Year 11 2019-2020 SYLLABUS: Pearson BTEC Tech Award in Performing Arts (Level 1/2)

Curriculum Area: BTEC Performing Arts

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	BTEC TECH AWARD IN PERFORMING ARTS LEVEL 1/2 Component 2			BTEC TECH AWARD IN PERFORMING ARTS LEVEL 1/2 Component 3 External Exam	
Knowledge	<p align="center"><u>Component 2</u></p> Developing the skills and techniques in the Performing Arts. Development of physical, vocal and interpretative skills. Develop skills and techniques during the rehearsal process. Apply skills and techniques in a rehearsal and performance. Review own development and performance.			<p align="center"><u>Component 3</u></p> Performing to a brief. Select a develop skills and techniques for performance. Take part in a workshop performance. Evaluate the development process and performance outcomes.	
Skills	Demonstrate appropriate/ effective/ disciplined and organised development of performance skills during the rehearsal process. Select and apply appropriate/ considered skills and techniques. Demonstrate the creative / assured use of these skills in performance. Describe/explain/ analyse own development and application of skills using examples of strengths and weaknesses.			Develop ideas in response to a brief. Performance skills and techniques Working effectively with others. Communicating ideas through performance. Reflecting on the process. Reflecting on the outcome.	
Assessment	Pupils complete a log of lessons attended and what they have studied. Skills log. Rehearsal and performance of repertoire. CAP 1+2 will be based on quality and completion of work to date in line with BTEC assignment assessment regulations Completion of the component 2 assignment will be marked in accordance to the QA and IV process required by BTEC			<p align="center">External Exam</p> <i>Pupils will be given a brief set by the exam board. Pupils will be required to devise, rehearse and perform a short piece lasting 15 minutes to a live audience. The final performance and rehearsal workshops will be recorded and sent to the examiner.</i> <i>In addition, pupils will also write and submit (in controlled conditions) the following pieces of written work.</i> Ideas lesson log Skills lesson log Evaluation lesson log.	
Homework	Set on a weekly basis, learning lines, completing lesson logs.			Learning lines of dialogue. Pupils must prepare 3 sides of A4 notes to take into the exam to assist in writing their 3 logs.	