



## Key Stage 3

### Year 7

	Autumn Term	Spring Term	Summer Term
Topic	Devising – Journey's Students will explore the concept of journeys to inform their devising of a scene from a stimulus/initial idea.	Performing a play – Bright Lights Students will further develop their performance skills by performing a scene from a scripted play.	Exploring a play – Alice in Wonderland Students will further develop their understanding performing a play and also explore a play from the perspective of designers and directors.
Knowledge	To understand what a devised piece is. To understand that there are a variety of different vocal (pace, pitch, tone, volume) and physical skills (movement, stillness, body language, facial expressions and space and levels) that can be drawn upon to create <b>basic characters</b> and emotions.	To understand the differences between devised and scripted performances. To understand how to identify the appropriate vocal (pace, pitch, tone, volume) and physical skills (movement, stillness, body language, facial expressions and space and levels) to create basic, realistic characters and emotions.	To understand the different roles of performer, director, costume and set designers. To understand how to identify the appropriate vocal (pace, pitch, tone, volume) and physical skills (movement, stillness, body language, facial expressions and space and levels) to create more complex characters and emotions.
Skills	Role of an actor – Applying teacher directed <b>vocal and physical Skills, Rehearsal, Focus, Conviction, Be able to use physical skills to communicate the wider environment of a scene.</b>	Role of an actor – Applying individual <b>Vocal Skills and Physical Skills</b> , to create character, emotion and <b>relationships</b> . Role of an actor –Applying their understanding of <b>Dialogue and Stage Directions</b> to successfully <b>stage</b> a scene from a script.	Role of an actor – Applying appropriate <b>Vocal and Physical Skills</b> to create character and relationships. Role of a designer – Understanding how to design creative and appropriate costume and set designs which reflect their understanding of the characters and scene.
Assessment	<u>Formative Assessment:</u> Verbal teacher feedback throughout.	<u>Formative Assessment:</u> Verbal teacher feedback throughout.	<u>Formative Assessment:</u> Verbal teacher feedback throughout. <u>Focused Summative Assessment:</u>



	<p><u>Focused Summative Assessment:</u> Assess use of physical skills in still images. Assess use of physical skills, focus on movement.</p>	<p><u>Focused Summative Assessment:</u> Assess the use of vocal (focus on clarity, tone and projection) and physical skills (focus on facial expressions).</p>	<p>Assess students costume and set designs (focus on use of colour). Assess students ability to select appropriate vocal and physical skills to create character and emotion and to justify their choices.</p>
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## Year 8

	Autumn Term	Spring Term	Summer Term
Topic	<p>Devising – Lemons, Lemons, Lemons, Lemons</p> <p>Students will develop their knowledge and skills of devising by creating their own scene based on the play Lemons, lemons, lemons, lemons, lemons.</p>	<p>Performing a play – Blood Brothers</p> <p>Students will further develop their performance skills by performing a scene from a scripted play and considering how their performance skills can be used to create character and relationships.</p>	<p>Exploring a play – 100</p> <p>Students will further develop their understanding performing a play and the roles of designers and directors.</p>
Knowledge	<p>To understand that there are a variety of forms and structures which can be applied to help you achieve your performance intentions.</p> <p>To understand how to select and use vocal and physical skills to create basic characters.</p> <p>To understand how to plan and rehearse a devised performance from a stimulus.</p>	<p>To understand the context and characters of the play Blood Brothers and how they impact the characters.</p> <p>To understand how to identify the appropriate vocal (pace, pitch, tone, volume) and physical skills (movement, stillness, body language, facial expressions and space and levels) to create realistic characters and emotions.</p>	<p>To understand the different roles of performer, director, lighting and sound designers.</p> <p>To understand how to identify the appropriate vocal (pace, pitch, tone, volume) and physical skills (movement, stillness, body language, facial expressions and space and levels) to create realistic characters and emotions.</p>
Skills	<p>To be able to select an appropriate <b>form and structure</b> and apply them</p>	<p>Role of an actor – To be able to select and apply appropriate <b>Vocal and</b></p>	<p>Role of an actor – Applying appropriate <b>Vocal and Physical Skills</b></p>



	<p>to help you achieve your <b>performance intentions</b>.</p> <p>Role of an actor – To be able to <b>plan and rehearse</b> a basic devised scene from a stimulus. To be able to select appropriate <b>vocal and physical skills</b> to create appropriate characters.</p>	<p><b>Physical Skills</b> to communicate characters <b>Relationships, Status, Emotions</b>.</p>	<p>to create character, emotions and relationships.</p> <p>Role of a designer – Understanding how to design creative and appropriate lighting and sound designs which reflect their understanding of the characters and scene.</p>
Assessment	<p><u>Formative Assessment:</u> Verbal teacher feedback throughout.</p> <p><u>Focused Summative Assessment:</u> Assess understanding of form and structure.</p> <p>Assess use of vocal skills, focusing on tone and volume.</p>	<p><u>Formative Assessment:</u> Verbal teacher feedback throughout.</p> <p><u>Focused Summative Assessment:</u> Assess the use of vocal (focus on tone and pace) and physical skills (focus on movement).</p>	<p><u>Formative Assessment:</u> Verbal teacher feedback throughout.</p> <p><u>Focused Summative Assessment:</u> Role of an actor and designer test. Assess students costume designs (focus on how they communicate characters personalities).</p>

## Year 9

	Autumn Term	Spring Term	Summer Term
Topic	<p>Devising – The Boy in the Striped Pajamas</p> <p>Students will develop their knowledge and skills of devising by creating their own scene based on the play Lemons, lemons, lemons, lemons, lemons.</p>	<p>Performing a play – DNA</p> <p>Students will further develop their performance skills by performing a scene from a scripted play and considering how their performance skills can be used to show status and relationships between characters.</p>	<p>Exploring a play - DNA</p> <p>Students will further develop their understanding the roles of designers and directors and be given the opportunity to work in each of these roles.</p>
Skills	<p>Role of an actor – Students will understand how to use <b>Rehearsal</b> time effectively to <b>plan and stage</b> a devised performance which uses</p>	<p>Role of an actor – Students will use their <b>Vocal and Physical Skills</b> to demonstrate their understanding of the <b>Dialogue and Stage Directions</b>.</p>	<p>Role of a designer – Students will demonstrate their understanding of the <b>atmosphere</b> of an extract and be able to justify their <b>Design</b> ideas</p>



	<p><b>Focus and Conviction.</b> Students will learn how to consider an appropriate <b>Genre, Style and Form for their devised scene.</b></p>	<p>They will consider what the characters <b>Relationships, Status, Emotions</b> are and how these can be <b>communicated</b> through their use of <b>vocal and physical skills.</b></p>	<p>for <b>Costumes Lighting, Sound and Music.</b> Students will understand how to link their ideas to their <b>Performance intentions and the Context</b> of the play.</p>
Assessment	<p><u>Formative Assessment:</u> Verbal teacher feedback throughout. <u>Focused Summative Assessment:</u> Assess understanding of genre, style and form. Assess use of performance skills, focusing on focus and conviction.</p>	<p><u>Formative Assessment:</u> Verbal teacher feedback throughout. <u>Focused Summative Assessment:</u> Assess the use of vocal (focus on pitch and pace) and physical skills (focus on body language).</p>	<p><u>Formative Assessment:</u> Verbal teacher feedback throughout. <u>Focused Summative Assessment:</u> Role of an actor and designer test. Assess students costume, set, lighting and sound design ideas (focus on how they communicate the atmosphere of the scene).</p>