**Performing Arts**

**Year 7**

| SOW | **Topic 1:** **Non-Naturalistic Techniques** | **Topic 2:** **Anti-Bullying Project** |
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| Knowledge | * Describe the term Still Image
* Explain why a performer would use a Freeze Frame
* Define the term “Thought-Tracking”
* Name the three different expressions: Facial, Vocal and Physical
* Describe the role of Mime in a performance.
* Explain the purpose of using a Flashback
 | * Demonstrate understanding of devising through performance
* Use stimulus to create performances
* Discuss creative ideas with others
* Learn about Anti-Bullying and use it as a stimulus
* Applying non-naturalistic techniques in performance
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| Skills | * I understand and follow the rules of the drama classroom
* I can perform a ‘still image’
* I can perform a ‘freeze frame’
* I can work with other students to act out a scene
* I can use ‘thought-tracking’ in my performance
* I am able to demonstrate examples of facial expression
* I am able to demonstrate examples of vocal expression
* I am able to demonstrate examples of physical expression
* I can perform the specific features of mime
* I can describe a flashback
* I can demonstrate ‘cross-cutting’ in a performance
 | * I can create a play from a brief
* I can perform appropriate non-naturalistic techniques
* I can work well with other students
* I can give and receive feedback to improve my work
* I can discuss the themes or issues in the drama and the way they were presented
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| Tier 3 Vocabulary | Cross Cutting Flashback Freeze Frame MimeMulti-Rolling Narration Slow Motion Still Image Thought Tracking  | Anti-BullyingAudienceBriefDevisingNon-naturalistic techniquesPerformanceProjectionStimulus |

**Year 8**

| SOW | **Topic 1:** **Theatre Practitioners: Brecht** | **Topic 2:** **Pantomime** | **Topic 3:** **Theatre Practitioners: Shakespeare** | **Topic 4:** **Theatre Practitioners: Stanislavsky** | **Topic 5:** **Darkwood Manor** |
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| Knowledge | * Life and works of Bertolt Brecht
* Understanding key features of ‘Epic Theatre’
* Develop use of drama techniques
 | * Theatrical conventions of pantomime, including ‘stock characters’ and structure
* Understand job roles in theatre
 | * Life and works of William Shakespeare
* Understand the use of a ‘prologue’
* Understand the use of tension in Shakespeare’s work
 | * Life and works of Konstantin Stanislavsky
* Understanding his method, including Relaxation, Concentration, Magic If, Given Circumstances
 | * Creating characters
* Devising
* Improvisation
* Reading and Performing Scripts
* Rehearsal and Performance Techniques
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| Skills | * I can demonstrate understanding of multi-roling in a dramatic performance
* I can demonstrate understanding of gestus in a dramatic performance
* I can demonstrate understanding of narration in performance
* I can demonstrate understanding of Direct Address in performance
* I can project my voice appropriately
 | * I show understanding of pantomime conventions through performance
* I can suggest ideas for, and use, props to add meaning
* I can suggest ideas for, and use, costume to add meaning
* I can add appropriate music and sound effects to my pantomime
* I can work well with others when devising, rehearsing and performing
 | * I can show understanding of theatre traditions from different times and places
* I can create a dramatic performance using a prologue as stimulus
* I can adapt the use of non-naturalistic techniques in a performance
 | * I can demonstrate relaxation techniques
* I can use my imagination to respond to ‘What if..’ stimulus
* I can perform to an audience
* I can use emotional memory in a performance
* I can describe super objectives and units when discussing creative work
 | * I can interpret a character as an actor
* I can devise scenes using different stimulus
* I can apply non-naturalistic techniques using a variety of stimulus
* I can apply Brechtian techniques using a variety of stimulus
* I can apply Stanislavsky’s techniques using a variety of stimulus
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| Tier 3 Vocabulary | Direct AddressEpic TheatreEpisodic ScenesFourth WallGestusMulti-RoleNarrationPlacardsRehearsalSocial Political MessageSplit Role | Commedia dell’arteNon-naturalistic techniquesMelodramaticSlapstickStock charactersTheatrical Conventions | PlaywrightPrologueShakespearian language | ConcentrationEmotional Memory Given CircumstancesMagic IfNon-naturalistic techniquesRelaxationSuper Objective and Units | CharacterisationCluedoMelodramaStimulusSuspectWhodunit? |

**Year 9**

| SOW | **Topic 1: Blood Brothers** | **Topic 2: Exploring the Performing Arts** |
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| Knowledge | * Understand the story and key themes of Blood Brothers
* Understand the use of body language, posture and gait to show character
* Responding to textual, visual and aural stimuli.
* Blocking and staging a text.
* Working stage areas.
* Contextual influences.
 | * Understand job roles within the Performing Arts industry
* Engage with a range of performing arts work
* Affirm understanding of performance styles
* Develop analytical skills
* Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance
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| Skills | * I can act out a scene from Blood Brothers
* I can participate confidently in the group discussion.
* I can show status clearly using non-verbal communicative means
* I can perform as a character
* I can adapt my characterisation (eg by changing my voice, stance, movement, and/or facial expressions)
* I can rehearse with others
* I can confidently give ideas to my group
* I can help to direct a performance
* I can perform non-naturalistic techniques in my performance
* I can reflect on and evaluate my own and other pupils’ work by suggesting improvements using correct basic theatre terminology
 | * Create an action plan for a career in Performing Arts
* ‘Specialise’ in one area of performing arts
* Create a number of pieces of work according to specialism
* Research, observe, interpret and make judgements of a variety of professional works
* Generate ideas which shows a development of the understanding of the techniques and approaches used by professionals
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| Tier 3 Vocabulary | Friendship and loyaltyGrowing upInequalityNature vs nurturePovertySocial classSuperstition and fateViolence | AnalysisApproachesCareerCreativityIndustry ProfessionalSpecialismTechnique |