**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 |
| 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 |
| Tier 3 Vocabulary | Cross Cutting  Flashback  Freeze Frame  Mime  Multi-Rolling  Narration  Slow Motion  Still Image  Thought Tracking | Anti-Bullying  Audience  Brief  Devising  Non-naturalistic techniques  Performance  Projection  Stimulus |

**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 |
| 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 |
| Tier 3 Vocabulary | Direct Address  Epic Theatre  Episodic Scenes  Fourth Wall  Gestus  Multi-Role  Narration  Placards  Rehearsal  Social Political Message  Split Role | Commedia dell’arte  Non-naturalistic techniques  Melodramatic  Slapstick  Stock characters  Theatrical Conventions | Playwright  Prologue  Shakespearian language | Concentration  Emotional Memory  Given Circumstances  Magic If  Non-naturalistic techniques  Relaxation  Super Objective and Units | Characterisation  Cluedo  Melodrama  Stimulus  Suspect  Whodunit? |

**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 |
| 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 |
| Tier 3 Vocabulary | Friendship and loyalty  Growing up  Inequality  Nature vs nurture  Poverty  Social class  Superstition and fate  Violence | Analysis  Approaches  Career  Creativity  Industry  Professional  Specialism  Technique |