




WINTER TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Intro/Tableaux and thought-tracking Charlie and the Chocolate Factory

Curriculum Intent	
Skills/National Curriculum Links	<p>In addition to working further on objectives from Year __, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>Pupils will be introduced to a number of new Drama Skills and Techniques that they will be able to develop and work on as they move through the year groups and into GCSE Drama.</p> <p>To be able to develop the following, teamwork, leadership skills, performance skills and communication skills. Create and use scenarios that link well with PSHE and English.</p> <p>To be respectful as an audience when other people are performing.</p> <p>To explore the different themes and characters from Charlie and the Chocolate Factory</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Learning how to effectively work in a team, taking on board other people's suggestions to create a piece of drama. Developing confidence building skills both individually and in teams. Demonstrating leadership qualities to get the best out of each other.</p> <p>PSHE/British Values: Being able to express opinions and deliver this in the correct way taking into consideration the feelings of others. Effective use of key terminology</p> <p>Skills Builder: Teamwork, leadership, communication, performance, understanding</p>
Literacy	Understanding of keywords, effective communication, being able to read and learn lines from a script to then recite in a performance
Becoming future ready	Careers/Employability: Students will be able to develop a range of inter personal skills which they will be able to use in all different areas of their work and social life.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Learners are asked to produce work on a variety of different levels throughout this unit of work. Some will be group presentation / performances, Q&A, Teacher and peer feedback.</p> <p>By resource: By differentiated tasks given by teacher to meet needs of students, progressing levels of questioning again to suit and meet the needs of all students from low to high level order questions, practical activities in the classroom through the use of groupwork, rehearsal and performance</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • To use drama games to get to know each other and to be able to show how we feel through drama. • To understand the rules of drama and to come up with a set of rules for our class. • A Baseline Assessment to assess creative and collaborative involvement in lesson • To understand the drama term tableau and to know what skills are required. • To learn what is meant by thought-tracking and how it can develop tableau work. • To learn what is meant by key image. • To learn what is meant by monologue. • To be able to create a piece of drama in response to a stimulus. • To be able to explore improvisation, thought tracking and character • To understand the themes of Charlie and the Chocolate Factory

	<ul style="list-style-type: none"> To know how to effectively collaborate with others <p>Red denotes interleaving; aspects of knowledge covered previously.</p>	
Current learning to be developed in the future within:	Pupils will have a chance to hone the skills and knowledge when they revisit in year 11 when applying to exam technique.	
Assessment	<p>Observation of class</p> <p>Mini Plenary in lessons to check on progress and refer back to objective</p> <p>Evaluation at the end of the unit</p> <p>Interim assessed pieces where students learn the lines using the text. Assessment is rehearsal performance and evaluation. The student's ability to collaborate and offer ideas in rehearsal. The ability to create and sustain a role. The ability to reflect on work and see what worked and what could be improved.</p>	
Impact	Attainment and Progress – Refer to assessment results / data review documentation.	



SPRING TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Topic: Peer Pressure, Bullying

Curriculum Intent

<p>Skills/National Curriculum Links</p>	<p>In addition to working further on objectives from Term 1, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>Pupils will be introduced to a number of new Drama Skills and Techniques that they will be able to develop and work on as they move through the year groups and into GCSE Drama.</p> <p>To be able to develop the following, teamwork, leadership skills, performance skills and communication skills. Create and use scenarios that link well with PSHE and English including conflict resolution and dealing with social media/peer pressure.</p> <p>To be respectful as an audience when other people are performing.</p> <p>To explore the different themes around friendships and social issues</p>
<p>Spiritual, moral, social, and cultural development</p>	<p>SMSC: Learning how to effectively work in a team, taking on board other people’s suggestions to create a piece of drama. Developing confidence building skills both individually and in teams. Demonstrating leadership qualities to get the best out of each other.</p> <p>PSHE/British Values: Being able to express opinions and deliver this in the correct way taking into consideration the feelings of others. Effective use of key terminology</p> <p>Skills Builder: Teamwork, leadership, communication, performance, understanding</p>
<p>Literacy</p>	<p>Understanding of keywords, effective communication, being able to read and learn lines from a script to then recite in a performance</p>
<p>Becoming future ready</p>	<p>Careers/Employability: Students will be able to develop a range of inter personal skills which they will be able to use in all different areas of their work and social life.</p>
<p>Adaptation</p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<p>QFT/SEND Provision</p>	<p>By product: Learners are asked to produce work on a variety of different levels throughout this unit of work. Some will be group presentation / performances, Q&A, Teacher and peer feedback.</p> <p>By resource: By differentiated tasks given by teacher to meet needs of students, progressing levels of questioning again to suit and meet the needs of all students from low to high level order questions, practical activities in the classroom through the use of groupwork, rehearsal and performance</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p>Implementation Curriculum Delivery</p>	<p>To be able to:</p> <ul style="list-style-type: none"> To use drama games to get to know each other and to be able to show how we feel through drama. To understand the rules of drama and to come up with a set of rules for our class. A Baseline Assessment to assess creative and collaborative involvement in lesson To understand the drama term tableau and to know what skills are required. To learn what is meant by thought-tracking and how it can develop tableau work. To learn what is meant by key image. To learn what is meant by monologue. To be able to create a piece of drama in response to a stimulus.
<p>Learning Outcomes (Knowledge)</p>	<ul style="list-style-type: none"> To be able to explore improvisation, thought tracking and character To understand the themes peer pressure To know how to effectively collaborate with others <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<p>Current learning to be developed in the future within:</p>	<p>Pupils will have a chance to hone the skills and knowledge when they revisit in year 11 when applying to exam technique.</p>

Assessment	<p>Observation of class</p> <p>Mini Plenary in lessons to check on progress and refer back to objective</p> <p>Evaluation at the end of the unit</p> <p>Interim assessed pieces where students learn the lines using the text. Assessment is rehearsal performance and evaluation. The student's ability to collaborate and offer ideas in rehearsal. The ability to create and sustain a role. The ability to reflect on work and see what worked and what could be improved.</p>
Impact	Attainment and Progress – Refer to assessment results / data review documentation.



SUMMER TERM

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning – Topic: Noughts & Crosses, Buggy Malone, Improvisation

Curriculum Intent	<p>In addition to working further on objectives from Spring Term, pupils will be taught, following National Curriculum guidelines, the following this term:</p>
Skills/National Curriculum Links	<p>To be able to develop the following, teamwork, leadership skills, performance skills and communication skills. Create and use scenarios that link well with PSHE and English especially with Noughts and Crosses where we explore discrimination and equality.</p> <p>To be respectful as an audience when other people are performing.</p> <p>To explore the different themes and characters from Buggy Malone</p> <p>To explore the different themes and characters from Noughts and Crosses</p> <p>To understand the history of different social classes through practical drama</p> <p>To be able to read and understand a script</p> <p>To explore characters using vocal skills</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Learning how to effectively work in a team, taking on board other people's suggestions to create a piece of drama. Developing confidence building skills both individually and in teams. Demonstrating leadership qualities to get the best out of each other.</p> <p>PSHE/British Values: Being able to express opinions and deliver this in the correct way taking into consideration the feelings of others. Effective use of key terminology</p> <p>Skills Builder: Teamwork, leadership, communication, performance, understanding</p>
Literacy	Understanding of keywords, effective communication, being able to read and learn lines from a script to then recite in a performance
Becoming future ready	Careers/Employability: Students will be able to develop a range of inter personal skills which they will be able to use in all different areas of their work and social life.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

<p>QFT/SEND Provision</p>	<p>By product: Learners are asked to produce work on a variety of different levels throughout this unit of work. Some will be group presentation / performances, Q&A, Teacher and peer feedback.</p> <p>By resource: By differentiated tasks given by teacher to meet needs of students, progressing levels of questioning again to suit and meet the needs of all students from low to high level order questions, practical activities in the classroom through the use of groupwork, rehearsal and performance</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p>Implementation Curriculum Delivery</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • To use drama games to get to know each other and to be able to show how we feel through drama. • To understand the rules of drama and to come up with a set of rules for our class. • A Baseline Assessment to assess creative and collaborative involvement in lesson • To understand the drama term tableau and to know what skills are required. • To learn what is meant by thought-tracking and how it can develop tableau work. • To learn what is meant by key image. • To learn what is meant by monologue. • To be able to create a piece of drama in response to a stimulus. <ul style="list-style-type: none"> • To be able to explore improvisation, thought tracking and character <ul style="list-style-type: none"> • To understand the themes of Buggy Malone <ul style="list-style-type: none"> • To know how to effectively collaborate with others <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<p>Learning Outcomes (Knowledge)</p>	
<p>Current learning to be developed in the future within:</p>	<p>Pupils will have a chance to hone the skills and knowledge when they revisit in year 11 when applying to exam technique.</p>
<p>Assessment</p>	<p>Observation of class</p> <p>Mini Plenary in lessons to check on progress and refer back to objective</p> <p>Evaluation at the end of the unit</p> <p>Interim assessed pieces where students learn the lines using the text. Assessment is rehearsal performance and evaluation. The student's ability to collaborate and offer ideas in rehearsal. The ability to create and sustain a role. The ability to reflect on work and see what worked and what could be improved.</p>
<p>Impact</p>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>



