

**Progression map:** breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

Key Concepts	Year 7	Year 8	Year 9	Year 10	Year 11
Creating, Responding & Improvising	HT1 – Lost HT2 – Silent Movie HT3 – Joe HT4 – Gender & Stereotypes HT5 – Charlie & Chocolate Factory HT6 – Harry Potter	HT1 - Improvisation HT2 – Storytelling HT3 – Darkwood Manor HT4 – Doctor Faustus HT5 – Youth Crime HT6 – Lion, Witch and Wardrobe	HT1 – Naturalism vs Non-naturalism HT2 – Comedy HT3 – Romeo & Juliet HT4 – Prejudice HT5 – Devising HT6 – Our Day Out	HT1 – Conflict HT2 – Stanislavski /Brecht HT3, 4, 5, 6 - CAPA212	HT1, 2, 5 - CAPA212 HT3, 4 - CAPA201E
Developing & Researching	HT2 – Silent Movie HT5 – Charlie & Chocolate Factory	HT1 – Improvisation HT4 – Doctor Faustus HT5 – Youth Crime	HT1 – Naturalism vs Non-naturalism HT5 – Devising HT6 – Our Day Out		
Exploring & Refining	HT1 – Lost HT3 – Joe HT4 – Gender & Stereotypes HT6 – Harry Potter	HT2 – Storytelling HT3 – Darkwood Manor HT6 – Lion, Witch and Wardrobe	HT2 – Comedy HT3 – Romeo & Juliet HT4 – Prejudice HT6 – Our Day Out		
Performing	HT1 – Lost HT2 – Silent Movie HT3 – Joe HT4 – Gender & Stereotypes HT5 – Charlie & Chocolate Factory HT6 – Harry Potter	HT1 - Improvisation HT2 – Storytelling HT3 – Darkwood Manor HT4 – Doctor Faustus HT5 – Youth Crime HT6 – Lion, Witch and Wardrobe	HT1 – Naturalism vs Non-naturalism HT2 – Comedy HT3 – Romeo & Juliet HT4 – Prejudice HT5 – Devising HT6 – Our Day Out		
Evaluating	HT1 – Lost HT2 – Silent Movie HT3 – Joe HT4 – Gender & Stereotypes HT5 – Charlie & Chocolate Factory HT6 – Harry Potter	HT1 - Improvisation HT2 – Storytelling HT3 – Darkwood Manor HT4 – Doctor Faustus HT5 – Youth Crime HT6 – Lion, Witch and Wardrobe	HT1 – Naturalism vs Non-naturalism HT2 – Comedy HT3 – Romeo & Juliet HT4 – Prejudice HT5 – Devising HT6 – Our Day Out		

**Long-term plan:** organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 7					
Autumn Term 1		Spring Term 1		Summer Term 1	
Unit Title:	Unit length:	Unit Title:	Unit length:	Unit Title:	Unit length:
Lost	7 weeks	Joe	6 weeks	Charlie & The Chocolate Factory	6-7 weeks
<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>● Use of Voice – <i>projection, tone, expression</i></li> <li>● Use of Movement – <i>facial expressions, body language</i></li> <li>● Narrative – <i>Imagination, storytelling, climatic</i></li> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, flashback, split staging</i></li> </ul>		<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch</i></li> </ul> <i>Volume, Choral speaking, Intonation</i> <ul style="list-style-type: none"> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality</i></li> <li>● Characterisation – <i>Character development, multirole play</i></li> <li>● Narrative – <i>storytelling, climatic, intention, context &amp; plot</i></li> <li>● Form &amp; Structure – <i>responding to stimuli, climax, anti-climax, monologue</i></li> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, flashback, split staging, step-out, hot-seating, conscience alley, role on the wall, teacher in role, mantel of the expert, forum theatre</i></li> </ul>		<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>● Characterisation – <i>Character development, multirole play, stereotypes, gender, habits</i></li> <li>● Narrative – <i>page to stage, intention, context &amp; plot, direction, language</i></li> <li>● Form &amp; Structure – <i>scripted, mood, tension, action, climax, contrast, monologue, duologue, dialogue</i></li> <li>● Technique <i>role-play, split-staging, direct address, reading for information, line learning, rehearsal</i></li> <li>● Space, Levels and Proxemics - <i>Stage Positions / Directions, Taking direction</i></li> <li>● Semiotics – <i>empathy, sympathy, class, identity, relationships, behaviours</i></li> </ul>	
<b>Relevant Key Concepts:</b> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>		<b>Relevant Key Concepts:</b> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>		<b>Key Concepts:</b> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Developing and Researching</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	
<b>Gateway knowledge:</b> <ul style="list-style-type: none"> <li>● Voice and movement skills – basic skills in performing</li> <li>● Narrative- beginning, middle and end</li> <li>● Technique- basic improv skills, role-play experience</li> </ul>		<b>Gateway knowledge:</b> <ul style="list-style-type: none"> <li>● Use of Voice – <i>projection, tone, expression</i></li> <li>● Use of Movement – <i>facial expressions, body language</i></li> <li>● Characterisation – <i>Action &amp; Reaction, stereotypes, exaggeration</i></li> <li>● Narrative – <i>Imagination, storytelling, climatic, audience impact</i></li> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, flashback, split staging</i></li> </ul>		<b>Gateway knowledge:</b> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait</i></li> <li>● Characterisation – <i>gender, Character development, multirole play, stereotypes, exaggeration, habits</i></li> <li>● Form &amp; Structure – <i>contrast, tension, mood</i></li> </ul>	

		<ul style="list-style-type: none"> <li>● Technique – <i>Improvisation, role-play, narration, step-out, hot-seating, role on the wall, whole class improvisation</i></li> <li>● Semiotics – <i>representation</i></li> </ul>	
<b>Assessment end-points:</b> <ul style="list-style-type: none"> <li>● Demonstrate ability to apply voice and movement skills in a performance context.</li> <li>● Demonstrate ability to explore themes through a range of drama techniques.</li> <li>● Demonstrate ability to structure simple performances for an audience using performance skills and techniques.</li> </ul>	<b>Assessment end-points:</b> <ul style="list-style-type: none"> <li>● Demonstrate ability to apply voice and movement skills to develop characters in a performance context.</li> <li>● Demonstrate ability to explore themes through a varied range of drama techniques.</li> <li>● Demonstrate ability to structure simple performances for an audience using performance skills and techniques.</li> </ul>	<b>Assessment end-points:</b> <ul style="list-style-type: none"> <li>● Demonstrate ability to apply voice and movement skills to interpret and create characters in a performance context.</li> <li>● Demonstrate ability to interpret scripts, learn lines and develop work for an audience.</li> <li>● Demonstrate ability to structure simple performances for an audience using performance skills and techniques.</li> </ul>	
Autumn Term 2		Spring Term 2	Summer Term 2
<b>Unit Title:</b> Silent Movie	<b>Unit length:</b> 7 weeks	<b>Unit Title:</b> Gender & Stereotypes	<b>Unit length:</b> 6 weeks
<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>● Use of Movement – <i>facial expressions, body language, gestures, eye contact, posture, physicality</i></li> <li>● Characterisation – <i>Action &amp; Reaction, stereotypes, exaggeration.</i></li> <li>● Narrative – <i>Imagination, storytelling, audience impact</i></li> <li>● Style, genre &amp; convention – <i>Mime, comedy, classical, contemporary</i></li> <li>● Semiotics – <i>verbal &amp; non-verbal</i></li> </ul>	<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait</i></li> <li>● Characterisation – <i>gender, Character development, multirole play, stereotypes, exaggeration, habits</i></li> <li>● Form &amp; Structure – <i>responding to stimuli, improvised, contrast, tension, mood</i></li> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, step-out, hot-seating, conscience alley, role on the wall, whole class improvisation</i></li> <li>● Semiotics – <i>representation</i></li> <li>● Social, Cultural, Moral and Historical Context – <i>empathy, sympathy, values, identity, relationships</i></li> </ul>	<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait</i></li> <li>● Characterisation – <i>Character development, action &amp; reaction, characteristics, multirole play, stereotypes, exaggeration, habits</i></li> <li>● Narrative – <i>Imagination, storytelling, context and plot, conflict</i></li> <li>● Form &amp; Structure – <i>responding to stimuli, improvised, contrast, tension, mood, action, climax</i></li> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, step-out, hot-seating, conscience alley, role on the wall, whole class improvisation, sound scape, marking the moment</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere</i></li> <li>● Social, Cultural, Moral and Historical Context – <i>values, identity, relationships</i></li> </ul>	
<b>Relevant Key Concepts:</b> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> </ul>	<b>Key Concepts:</b> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> </ul>	<b>Key Concepts:</b> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> </ul>	

<ul style="list-style-type: none"> <li>● Developing and Researching</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>
<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Movement skills - <i>facial expressions, body language</i></li> <li>● Narrative – <i>Imagination, storytelling, climatic</i></li> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, flashback, split staging</i></li> </ul>	<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch</i></li> </ul> <p><i>Volume, Choral speaking, Intonation</i></p> <ul style="list-style-type: none"> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality</i></li> <li>● Characterisation – <i>Character development, multirole play</i></li> <li>● Narrative – <i>storytelling, climatic, intention, context &amp; plot</i></li> <li>● Form &amp; Structure – <i>responding to stimuli, climax, anti-climax, monologue</i></li> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, flashback, split staging, step-out, hot-seating, conscience alley, role on the wall</i></li> </ul>	<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch</i></li> </ul> <p><i>Volume, Choral speaking, Intonation</i></p> <ul style="list-style-type: none"> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality</i></li> <li>● Characterisation – <i>Character development, multirole play, stereotypes, gender, habits</i></li> <li>● Narrative – <i>page to stage, intention, context &amp; plot, direction, language</i></li> <li>● Form &amp; Structure – <i>scripted, mood, tension, action, climax, contrast, monologue, duologue, dialogue</i></li> <li>● Technique <i>role-play, split-staging, direct address, reading for information, line learning, rehearsal</i></li> <li>● Space, Levels and Proxemics - <i>Stage Positions / Directions, Taking direction</i></li> <li>● Semiotics – <i>empathy, sympathy, class, identity, relationships, behaviours</i></li> </ul>
<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ability to apply mime &amp; movement skills in a performance context.</li> <li>● Demonstrate ability to apply stylistic techniques to characterisation.</li> <li>● Demonstrate ability to structure simple performances for an audience using performance skills and techniques.</li> </ul>	<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ability to apply voice and movement skills to demonstrate a range of characters in different contexts.</li> <li>● Demonstrate ability to explore themes, identities and cultures through a range of drama techniques.</li> <li>● Demonstrate ability to structure simple performances for an audience using performance skills and techniques.</li> </ul>	<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ability to apply voice and movement skills to develop characters in a performance context.</li> <li>● Demonstrate ability to explore themes through a varied range of drama techniques.</li> <li>● Demonstrate ability to structure performances for an audience using various performance skills and techniques.</li> </ul>

Year 8					
Autumn Term 1		Spring Term 1		Summer Term 1	
Unit Title:	Unit length:	Unit Title:	Unit length:	Unit Title:	Unit length:
Improvisation	7 weeks	Darkwood Manor	6 weeks	Youth Crime	6-7 weeks
<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>Use of Voice – Projection, Tone, Expression, Pitch, Volume, Intonation, accent</li> <li>Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, rhythm</i></li> <li>Characterisation – <i>gender, Character development, multirole play, stereotypes, exaggeration, habits</i></li> <li>Narrative – <i>Imagination, context &amp; plot, resolution</i></li> <li>Form &amp; Structure – <i>responding to stimuli, action, climax, anti-climax, contrast, tension, mood, cliff-hanger, dialogue</i></li> <li>Technique – <i>Improvisation, role-play, narration, step-out</i></li> <li>Space, Levels &amp; Proxemics – <i>Levels/height, status, relationships</i></li> <li>Semiotics – <i>Props, costume, sound, verbal &amp; non-verbal</i></li> </ul>		<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>Use of Voice – <i>Projection, Tone, Expression, Pitch</i></li> <li><i>Volume, Choral speaking, Intonation, pace, pause, volume, silence</i></li> <li>Use of Movement – <i>facial expressions, body language, gestures, physicality, rhythm</i></li> <li>Characterisation – <i>Character development, multirole play</i></li> <li>Narrative – <i>storytelling, climatic, devices, intention, context &amp; plot, audience impact, linear/non-linear</i></li> <li>Form &amp; Structure – <i>responding to stimuli, climax, anti-climax, contrast, symbols</i></li> <li>Technique – <i>Improvisation, role-play, still image, thought tracking, narration, flashback, split staging, step-out, hot-seating, conscience alley, role on the wall</i></li> <li>Semiotics – <i>Atmosphere, symbolism, props, costume, sound, verbal &amp; non-verbal</i></li> </ul>		<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>Characterisation – <i>Character development, action &amp; reaction, characteristics, multirole play, stereotypes, exaggeration</i></li> <li>Narrative – <i>Imagination, storytelling, devices, context and plot, conflict, climatic, audience impact, resolution</i></li> <li>Form &amp; Structure – <i>responding to stimuli, improvised, contrast, tension, mood, action, climax, monologue, dialogue, symbols</i></li> <li>Technique – <i>Improvisation, still image, thought-tracking, flashback / forward, hot-seating, slow motion, role on the wall, direct address, step out</i></li> <li>Style, genre &amp; convention – <i>language, satire, verbatim theatre, documentary theatre</i></li> <li>Semiotics – <i>representation, meaning, atmosphere, props, lighting, sound, costume, set, verbal/non-verbal</i></li> <li>Social, Cultural, Moral and Historical Context – <i>values, identity, relationships, ethics, class, empathy, sympathy, behaviours, politics</i></li> </ul>	
<b>Relevant Key Concepts:</b> <ul style="list-style-type: none"> <li>Creating, Responding &amp; Improvising</li> <li>Developing and Researching</li> <li>Performing</li> <li>Evaluating</li> </ul>		<b>Relevant Key Concepts:</b> <ul style="list-style-type: none"> <li>Creating, Responding &amp; Improvising</li> <li>Exploring &amp; Refining</li> <li>Performing</li> <li>Evaluating</li> </ul>		<b>Key Concepts:</b> <ul style="list-style-type: none"> <li>Creating, Responding &amp; Improvising</li> <li>Developing and Researching</li> <li>Performing</li> <li>Evaluating</li> </ul>	
<b>Gateway knowledge:</b> <ul style="list-style-type: none"> <li>Use of Voice – <i>Projection, Tone, Expression, Pitch</i></li> <li><i>Volume, Choral speaking, Intonation</i></li> <li>Use of Movement – <i>facial expressions, body language, gestures, physicality</i></li> <li>Characterisation – <i>Character development, multirole play</i></li> </ul>		<b>Gateway knowledge:</b> <ul style="list-style-type: none"> <li>Use of Voice – <i>Projection, Tone, Expression, Pitch</i></li> <li><i>Volume, Intonation, accent</i></li> <li>Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait</i></li> <li>Characterisation – <i>gender, Character development, multirole play, stereotypes, exaggeration, habits</i></li> </ul>		<b>Gateway knowledge:</b> <ul style="list-style-type: none"> <li>Use of Voice – <i>Projection, Tone, Expression, Pitch</i></li> <li><i>Volume, Choral speaking, Intonation, pace, pause, volume, silence</i></li> <li>Use of Movement – <i>facial expressions, body language, gestures, physicality, rhythm</i></li> </ul>	

<ul style="list-style-type: none"> <li>● Narrative –<i>storytelling, climatic, intention, context &amp; plot</i></li> <li>● Form &amp; Structure – <i>responding to stimuli, climax, anti-climax, monologue</i></li> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, flashback, split staging, step-out, hot-seating, conscience alley, role on the wall</i></li> </ul>		<ul style="list-style-type: none"> <li>● Form &amp; Structure –<i>contrast, tension, mood</i></li> <li>● Technique – <i>Improvisation, role-play, narration, step-out, hot-seating, role on the wall, whole class improvisation</i></li> <li>● Semiotics – <i>representation, props, costume, sound, verbal &amp; non-verbal</i></li> </ul>		<ul style="list-style-type: none"> <li>● Characterisation – <i>Character development, multirole play</i></li> <li>● Narrative –<i>storytelling, climatic, devices, intention, context &amp; plot, audience impact, linear/non-linear</i></li> <li>● Form &amp; Structure – <i>responding to stimuli, climax, anti-climax, contrast, symbols</i></li> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, flashback, split staging, step-out, hot-seating, conscience alley, role on the wall</i></li> <li>● Style, genre, convention – <i>Language, non-naturalism, abstract, classical, tragedy</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, lighting, sound, costume, set / scenery.</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, religion, ethics</i></li> </ul>	
<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ability to spontaneously improvise in imaginative ways, developing a range of characters through performance skills.</li> <li>● Demonstrate ability to structure simple performances for an audience using performance skills and techniques.</li> <li>● Demonstrate ability to perform in different styles using appropriate techniques.</li> </ul>		<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ability to apply voice and movement skills to develop characters in a performance context.</li> <li>● Demonstrate ability to explore mood and atmosphere through a range of drama techniques and styles.</li> <li>● Demonstrate ability to structure simple performances for an audience using performance skills and techniques.</li> </ul>		<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ability to apply voice and movement skills to create characters for exploration of themes and within a performance context.</li> <li>● Demonstrate ability to explore themes and issues through a range of drama techniques and forms.</li> <li>● Demonstrate ability to structure simple performances for an audience using performance skills and techniques.</li> </ul>	
Autumn Term 2		Spring Term 2		Summer Term 2	
<p><b>Unit Title:</b> Storytelling</p>	<p><b>Unit length:</b> 7 weeks</p>	<p>Unit Title: Doctor Faustus</p>	<p>Unit length: 6 weeks</p>	<p>Unit Title: Lion, Witch &amp; The Wardrobe</p>	<p>Unit length: 6 – 7 weeks</p>
<p><b>Domains of Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, balance, Choreography</i></li> </ul>		<p><b>Domains of Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait</i></li> <li>● Characterisation – <i>Motivation, Character development, gender, habits, action &amp; reaction</i></li> </ul>		<p><b>Domains of Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait</i></li> <li>● Characterisation – <i>Motivation, Character development, gender, habits, action &amp; reaction, multirole, exaggeration</i></li> </ul>	

<ul style="list-style-type: none"> <li>● Characterisation –<i>Character development, action &amp; reaction, characteristics, multirole play, stereotypes, exaggeration, habits, rhythm</i></li> <li>● Narrative – <i>Imagination, storytelling, devices, context and plot, conflict, climatic, audience impact, denouement, resolution</i></li> <li>● Form &amp; Structure – <i>responding to stimuli, improvised, contrast, tension, mood, action, climax, monologue, dialogue</i></li> <li>● Technique – <i>Improvisation, role-play, sound scape, marking the moment, montage, direct address</i></li> <li>● Style, genre &amp; convention – <i>language, abstract, ritual, physical theatre,</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, props, lighting, sound, costume, set, verbal/non-verbal</i></li> <li>● Social, Cultural, Moral and Historical Context – <i>values, identity, relationships, folk-lore</i></li> </ul>	<ul style="list-style-type: none"> <li>● Narrative –<i>page to stage, intention, context &amp; plot, direction, language, context &amp; plot, subtext, conflict, denouement, resolution, epilogue</i></li> <li>● Form &amp; Structure – <i>scripted, mood, tension, action, climax, anti-climax, contrast, monologue, duologue, dialogue, soliloquy</i></li> <li>● Technique - <i>role-play, split-staging, direct address, reading for information, line learning, rehearsal</i></li> <li>● Space, Levels and Proxemics - <i>Stage Positions / Directions, Taking direction, levels, status, relationships</i></li> <li>● Style, genre, convention – <i>Language, non-naturalism, abstract, classical, tragedy</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, lighting, sound, costume, set / scenery.</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, religion, ethics</i></li> </ul>	<ul style="list-style-type: none"> <li>● Narrative –<i>page to stage, intention, context &amp; plot, direction, language, context &amp; plot, subtext, conflict, denouement, resolution, linear / non-linear</i></li> <li>● Form &amp; Structure – <i>scripted, mood, tension, action, climax, anti-climax, contrast, monologue, duologue, dialogue, cross-cutting, symbols</i></li> <li>● Technique - <i>role-play, split-staging, direct address, reading for information, line learning, rehearsal</i></li> <li>● Space, Levels and Proxemics - <i>Stage Positions / Directions, Taking direction, levels, status, relationships</i></li> <li>● Style, genre, convention – <i>Language, naturalism, non-naturalism, abstract, contemporary, comedy</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, lighting, sound, costume, set / scenery.</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, socio-economic</i></li> </ul>
<p><b>Relevant Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Developing &amp; Researching</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>
<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch</i></li> </ul> <p><i>Volume, Choral speaking, Intonation</i></p> <ul style="list-style-type: none"> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality</i></li> <li>● Characterisation – <i>Character development, multirole play</i></li> <li>● Narrative –<i>storytelling, climatic, intention, context &amp; plot</i></li> <li>● Form &amp; Structure – <i>responding to stimuli, climax, anti-climax, monologue</i></li> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, flashback, split staging, step-out, hot-seating, conscience alley, role on the wall</i></li> </ul>	<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Characterisation – <i>Character development, multirole play, stereotypes, gender, habits</i></li> <li>● Narrative –<i>page to stage, intention, context &amp; plot, direction, language</i></li> <li>● Form &amp; Structure – <i>scripted, mood, tension, action, climax, contrast, monologue, duologue, dialogue</i></li> <li>● Technique <i>role-play, split-staging, direct address, reading for information, line learning, rehearsal</i></li> <li>● Space, Levels and Proxemics - <i>Stage Positions / Directions, Taking direction</i></li> <li>● Semiotics – <i>empathy, sympathy, class, identity, relationships, behaviours</i></li> </ul>	<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch</i></li> <li>● <i>Volume, Choral speaking, Intonation</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality</i></li> <li>● Characterisation – <i>Character development, multirole play, stereotypes, gender, habits</i></li> <li>● Narrative –<i>page to stage, intention, context &amp; plot, direction, language</i></li> <li>● Form &amp; Structure – <i>scripted, mood, tension, action, climax, contrast, monologue, duologue, dialogue</i></li> <li>● Technique <i>role-play, split-staging, direct address, reading for information, line learning, rehearsal</i></li> </ul>

<ul style="list-style-type: none"> <li>Space, Levels and Proxemics - <i>Stage Positions / Directions, Taking direction</i></li> <li>Semiotics – <i>empathy, sympathy, class, identity, relationships, behaviours</i></li> </ul>		<ul style="list-style-type: none"> <li>Space, Levels and Proxemics - <i>Stage Positions / Directions, Taking direction</i></li> <li>Semiotics – <i>empathy, sympathy, class, identity, relationships, behaviours</i></li> </ul>
<b>Assessment end-points:</b> <ul style="list-style-type: none"> <li>Demonstrate ability to construct stories through varied narrative devices</li> <li>Demonstrate ability to apply stylistic techniques to characterisation.</li> <li>Demonstrate ability to explore themes, identities, traditions and cultures through a range of drama techniques.</li> </ul>	<b>Assessment end-points:</b> <ul style="list-style-type: none"> <li>Demonstrate ability to explore and interpret classical text, learn lines and develop work for an audience.</li> <li>Demonstrate ability to apply voice and movement skills to interpret and create characters in a performance context.</li> <li>Demonstrate ability to structure performances for an audience using performance skills and techniques.</li> </ul>	<b>Assessment end-points:</b> <ul style="list-style-type: none"> <li>Demonstrate ability to explore and interpret contemporary text, learn lines and develop work for an audience.</li> <li>Demonstrate ability to apply voice and movement skills to interpret and create characters in a performance context.</li> <li>Demonstrate ability to structure performances for an audience using performance skills and techniques</li> </ul>

Year 9					
Autumn Term 1		Spring Term 1		Summer Term 1	
Unit Title:	Unit length:	Unit Title:	Unit length:	Unit Title:	Unit length:
Naturalism vs Non-Naturalism	7 weeks	Romeo & Juliet	6 weeks	Devising	6-7 weeks
<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent, pace, pause</i></li> <li>Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, rhythm, choreography</i></li> <li>Characterisation – <i>gender, Character development, multirole play, stereotypes, exaggeration, rhythm</i></li> <li>Narrative – <i>Imagination, storytelling, linear / non-linear, interpretive, episodic, climatic, Intention, Audience Impact, subtext, language.</i></li> <li>Form &amp; Structure – <i>responding to stimuli, action, climax, anti-climax, contrast, tension, mood, symbols</i></li> <li>Technique – <i>Improvisation, role-play, narration, montage, soundscape, slow motion, placard</i></li> </ul>		<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent, inflection, phrasing</i></li> <li>Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, pace, rhythm</i></li> <li>Characterisation – <i>Motivation, Character development, gender, habits, action &amp; reaction, multirole, rhythm, stereotypes</i></li> <li>Narrative – <i>page to stage, intention, context &amp; plot, direction, language, context &amp; plot, subtext, conflict, denouement, resolution, prologue, epilogue, dramatic irony</i></li> <li>Form &amp; Structure – <i>scripted, mood, tension, action, climax, anti-climax, contrast, monologue, duologue, dialogue, soliloquy, symbols</i></li> </ul>		<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent, pace, pause</i></li> <li>Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, rhythm, choreography</i></li> <li>Characterisation – <i>Character development, action &amp; reaction, characteristics, multirole play, stereotypes, exaggeration</i></li> <li>Narrative – <i>Imagination, storytelling, devices, context and plot, conflict, climatic, audience impact, resolution, linear / non-linear</i></li> <li>Form &amp; Structure – <i>responding to stimuli, improvised, contrast, tension, mood, action, climax, monologue, dialogue, symbols</i></li> <li>Technique – <i>Improvisation, still image, thought-tracking, flashback / forward, hot-seating, slow</i></li> </ul>	

<ul style="list-style-type: none"> <li>● <i>Style, genre &amp; conventions – Language, Naturalism, non-naturalism, abstract, realism, melodrama, practitioner methods</i></li> <li>● <i>Space, Levels &amp; Proxemics – the 4<sup>th</sup> wall, levels, relationships</i></li> <li>● <i>Semiotics – Representation, meaning, atmosphere, symbolism, verbal &amp; non-verbal</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Technique - role-play, direct address, reading for information, line learning, rehearsal</i></li> <li>● <i>Space, Levels and Proxemics - Stage Positions / Directions, staging and blocking, Taking direction, levels, status, relationships</i></li> <li>● <i>Style, genre, convention – Language, non-naturalism, abstract, classical, tragedy</i></li> <li>● <i>Semiotics – representation, meaning, atmosphere, lighting, sound, costume, set / scenery, verbal, non-verbal</i></li> <li>● <i>Social, Cultural, Moral &amp; Historical Context – representation, values, empathy, sympathy, class, identity, relationships, behaviours, religion, ethics</i></li> </ul>	<p><i>motion, role on the wall, direct address, step out, montage, whole class improvisation, cross cutting, split staging</i></p> <ul style="list-style-type: none"> <li>● <i>Style, genre &amp; convention – language, satire, verbatim theatre, documentary theatre</i></li> <li>● <i>Semiotics – representation, meaning, atmosphere, props, lighting, sound, costume, set, verbal/non-verbal</i></li> <li>● <i>Social, Cultural, Moral and Historical Context – values, identity, relationships, ethics, class, empathy, sympathy, behaviours, politics</i></li> </ul>
<p><b>Relevant Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Developing and Researching</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	<p><b>Relevant Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Developing and Researching</li> <li>● Performing</li> <li>● Evaluating</li> </ul>
<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● <i>Use of Voice – Projection, Tone, Expression, Pitch, Volume, Choral speaking, Intonation, pace, pause, volume, silence</i></li> <li>● <i>Use of Movement – facial expressions, body language, gestures, physicality, rhythm</i></li> <li>● <i>Characterisation – Character development, multirole play</i></li> <li>● <i>Narrative –storytelling, climatic, devices, intention, context &amp; plot, audience impact, linear/non-linear</i></li> <li>● <i>Form &amp; Structure – responding to stimuli, climax, anti-climax, contrast, symbols</i></li> <li>● <i>Technique – Improvisation, role-play, still image, thought tracking, narration, flashback, split staging, step-out, hot-seating, conscience alley, role on the wall</i></li> <li>● <i>Style, genre, convention – Language, non-naturalism, abstract, classical, tragedy</i></li> </ul>	<p><b>Gateway Knowledge:</b></p> <ul style="list-style-type: none"> <li>● <i>Use of Voice – Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> <li>● <i>Use of Movement – facial expressions, body language, gestures, physicality, posture, gait</i></li> <li>● <i>Characterisation – Motivation, Character development, gender, habits, action &amp; reaction</i></li> <li>● <i>Narrative –page to stage, intention, context &amp; plot, direction, language, context &amp; plot, subtext, conflict, denouement, resolution, epilogue</i></li> <li>● <i>Form &amp; Structure – scripted, mood, tension, action, climax, anti-climax, contrast, monologue, duologue, dialogue, soliloquy</i></li> <li>● <i>Technique - role-play, split-staging, direct address, reading for information, line learning, rehearsal</i></li> <li>● <i>Space, Levels and Proxemics - Stage Positions / Directions, Taking direction, levels, status, relationships</i></li> </ul>	<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● <i>Use of Voice – Projection, Tone, Expression, Pitch, Volume, Choral speaking, Intonation, pace, pause, volume, silence</i></li> <li>● <i>Use of Movement – facial expressions, body language, gestures, physicality, rhythm</i></li> <li>● <i>Characterisation – Character development, multirole play</i></li> <li>● <i>Narrative –storytelling, climatic, devices, intention, context &amp; plot, audience impact, linear/non-linear</i></li> <li>● <i>Form &amp; Structure – responding to stimuli, climax, anti-climax, contrast, symbols</i></li> <li>● <i>Technique – Improvisation, role-play, still image, thought tracking, narration, flashback, split staging, step-out, hot-seating, conscience alley, role on the wall</i></li> </ul>

<ul style="list-style-type: none"> <li>Semiotics – <i>representation, meaning, atmosphere, lighting, sound, costume, set / scenery.</i></li> </ul>		<ul style="list-style-type: none"> <li>Style, genre, convention – <i>Language, non-naturalism, abstract, classical, tragedy</i></li> <li>Semiotics – <i>representation, meaning, atmosphere, lighting, sound, costume, set / scenery.</i></li> <li>Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, religion, ethics</i></li> </ul>		<ul style="list-style-type: none"> <li>Style, genre, convention – <i>Language, non-naturalism, abstract, classical, tragedy</i></li> <li>Semiotics – <i>representation, meaning, atmosphere, lighting, sound, costume, set / scenery.</i></li> <li>Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, religion, ethics</i></li> </ul>	
<b>Assessment end-points:</b> <ul style="list-style-type: none"> <li>Demonstrate ability to construct work in opposing theatrical styles using appropriate techniques.</li> <li>Demonstrate ability to structure creative performances for an audience using performance skills and techniques that are appropriate to style and genre.</li> <li>Demonstrate ability to perform in different styles using a range of vocal and movement skills.</li> </ul>		<b>Assessment end-points:</b> <ul style="list-style-type: none"> <li>Demonstrate ability to explore and interpret classical text, learn lines and develop work for an audience.</li> <li>Demonstrate ability to apply voice and movement skills to interpret and create characters in a performance context.</li> <li>Evaluate the impact of creative and artistic decisions on performance work.</li> </ul>		<b>Assessment end-points:</b> <ul style="list-style-type: none"> <li>Demonstrate ability to apply voice and movement skills to create characters for exploration of themes and within a performance context.</li> <li>Demonstrate ability to create drama from a range of stimuli material, in varied forms and styles.</li> <li>Demonstrate ability to structure simple performances for an audience using performance skills and techniques.</li> </ul>	
Autumn Term 2		Spring Term 2		Summer Term 2	
<b>Unit Title:</b> Comedy	<b>Unit length:</b> 7 weeks	<b>Unit Title:</b> Prejudice	<b>Unit length:</b> 6 weeks	<b>Unit Title:</b> Our Day Out	<b>Unit length:</b> 6 – 7 weeks
<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> <li>Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, balance, Choreography</i></li> <li>Characterisation – <i>Character development, action &amp; reaction, characteristics, multirole play, stereotypes, exaggeration, habits, rhythm</i></li> <li>Narrative – <i>Imagination, storytelling, devices, context and plot, conflict, climatic, audience impact, denouement, resolution</i></li> <li>Form &amp; Structure – <i>responding to stimuli, improvised, contrast, tension, mood, action, climax, monologue, dialogue</i></li> <li>Technique – <i>Improvisation, role-play slow-motion, direct address, line learning, rehearsal</i></li> </ul>		<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> <li>Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait</i></li> <li>Characterisation – <i>Motivation, Character development, gender, habits, action &amp; reaction, stereotypes, gender, multi-role, exaggeration.</i></li> <li>Narrative – <i>intention, context &amp; plot, direction, context &amp; plot, subtext, conflict, denouement, resolution</i></li> <li>Form &amp; Structure – <i>scripted, mood, tension, action, climax, anti-climax, contrast, monologue, duologue, dialogue, soliloquy</i></li> <li>Technique - <i>role-play, split-staging, direct address, reading for information, line learning, rehearsal</i></li> <li>Space, Levels and Proxemics - <i>levels, status, relationships</i></li> </ul>		<b>Domains of Knowledge:</b> <ul style="list-style-type: none"> <li>Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent, pace, pause, inflection</i></li> <li>Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, pace</i></li> <li>Characterisation – <i>Motivation, Character development, gender, action &amp; reaction, multirole, exaggeration, stereotypes</i></li> <li>Narrative – <i>page to stage, intention, context &amp; plot, direction, language, context &amp; plot, subtext, conflict, denouement, resolution, linear, audience impact</i></li> <li>Form &amp; Structure – <i>scripted, mood, tension, action, climax, anti-climax, contrast, monologue, duologue, dialogue, cross-cutting, symbols, monologue, duologue, dialogue</i></li> <li>Technique - <i>role-play, split-staging, direct address, reading for information, line learning, rehearsal</i></li> </ul>	

<ul style="list-style-type: none"> <li>● Space, levels &amp; proxemics – <i>Staging, stage directions, levels, heights, audience awareness, relationships</i></li> <li>● Style, genre &amp; convention – <i>language, physical theatre, contemporary, comedy, satire, melodrama, Practitioner methods</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, props, lighting, sound, costume, set, verbal/non-verbal</i></li> <li>● Social, Cultural, Moral and Historical Context – <i>values, identity, relationships, behaviours, traditions</i></li> </ul>	<ul style="list-style-type: none"> <li>● Style, genre, convention – <i>Language, naturalism, non-naturalism, comedy, tragedy, theatre-in-education, verbatim theatre, documentary theatre, practitioner methods</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, symbolism, lighting, sound, costume, set / scenery.</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, religion, ethics, politics</i></li> </ul>	<ul style="list-style-type: none"> <li>● Space, Levels and Proxemics - <i>Stage Positions / Directions, Taking direction, levels, status, relationships, performance spaces / configurations</i></li> <li>● Style, genre, convention – <i>Language, naturalism, non-naturalism, abstract, contemporary, comedy, tragedy, satire,</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, lighting, sound, costume, set / scenery, verbal &amp; non-verbal</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, socio-economic, politics, traditions</i></li> </ul>
<p><b>Relevant Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Exploring &amp; Refining</li> <li>● Developing &amp; Researching</li> <li>● Performing</li> <li>● Evaluating</li> </ul>
<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch</i></li> </ul> <p><i>Volume, Choral speaking, Intonation</i></p> <ul style="list-style-type: none"> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality</i></li> <li>● Characterisation – <i>Character development, multirole play</i></li> <li>● Narrative –<i>storytelling, climatic, intention, context &amp; plot</i></li> <li>● Form &amp; Structure – <i>responding to stimuli, climax, anti-climax, monologue</i></li> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, flashback, split staging, step-out, hot-seating, conscience alley, role on the wall</i></li> <li>● Space, Levels and Proxemics - <i>Stage Positions / Directions, Taking direction</i></li> </ul>	<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Characterisation – <i>Character development, multirole play, stereotypes, gender, habits</i></li> <li>● Narrative –<i>page to stage, intention, context &amp; plot, direction, language</i></li> <li>● Form &amp; Structure – <i>scripted, mood, tension, action, climax, contrast, monologue, duologue, dialogue</i></li> <li>● Technique - <i>role-play, split-staging, direct address, reading for information, line learning, rehearsal</i></li> <li>● Space, Levels and Proxemics - <i>Stage Positions / Directions, Taking direction</i></li> <li>● Semiotics – <i>empathy, sympathy, class, identity, relationships</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, socio-economic</i></li> </ul>	<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch</i></li> <li>● <i>Volume, Choral speaking, Intonation</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality</i></li> <li>● Characterisation – <i>Character development, multirole play, stereotypes, gender, habits</i></li> <li>● Narrative –<i>page to stage, intention, context &amp; plot, direction, language</i></li> <li>● Form &amp; Structure – <i>scripted, mood, tension, action, climax, contrast, monologue, duologue, dialogue</i></li> <li>● Technique <i>role-play, split-staging, direct address, reading for information, line learning, rehearsal</i></li> <li>● Space, Levels and Proxemics - <i>Stage Positions / Directions, Taking direction</i></li> <li>● Semiotics – <i>empathy, sympathy, class, identity, relationships, behaviours</i></li> </ul>

<ul style="list-style-type: none"> <li>● Semiotics – <i>empathy, sympathy, class, identity, relationships, behaviours</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, socio-economic</i></li> </ul>		<ul style="list-style-type: none"> <li>● Social, Cultural, Moral and Historical Context – <i>values, identity, relationships, behaviours, traditions</i></li> </ul>
<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ability to perform using comedic stylistic techniques and performance skills</li> <li>● Demonstrate ability to apply voice and movement skills to interpret and create characters in a performance context.</li> <li>● Evaluate the impact of creative and artistic decisions on performance work.</li> </ul>	<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ability to apply voice and movement skills to create characters for exploration of themes and within a performance context.</li> <li>● Demonstrate ability to structure performance work for an audience using appropriate selection of performance skills and techniques.</li> <li>● Evaluate the impact of creative and artistic decisions on performance work.</li> </ul>	<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ability to explore and interpret contemporary text, learn lines and develop work for an audience.</li> <li>● Demonstrate ability to apply practical or design skills to interpret text in a performance context.</li> <li>● Evaluate the impact of creative and artistic decisions on performance work.</li> </ul>

Year 10					
Autumn Term 1		Spring Term 1 & 2		Summer Term 1 & 2	
Unit Title:	Unit length:	Unit Title:	Unit length:	Unit Title:	Unit length:
Conflict	7 weeks	CAPA 212 Performing Text	12 weeks	CAPA 212 Performing Text	12 weeks
<p><b>Domains of Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent, pace, pause, choral speaking, silence</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, rhythm, choreography, pace, balance</i></li> <li>● Characterisation – <i>Motivation, development, through-line, habits, gender, multirole play, stereotypes, exaggeration, rhythm</i></li> <li>● Narrative – <i>Imagination, storytelling, devices, linear / non-linear, interpretive, episodic, climatic, Intention, Audience Impact, subtext, language, context &amp; plot, dramatic irony, conflict, denouement, resolution.</i></li> </ul>		<p><b>Domains of Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent, infection, phrasing, silence</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, eye contact, balance, posture, pace</i></li> <li>● Characterisation – <i>Motivation, Character development, gender, habits, action &amp; reaction, stereotypes, gender, multi-role, exaggeration, given circumstances, externalising the internal</i></li> <li>● Narrative – <i>Storytelling, devices, climax, anti-climax, Interpretive, intention, context &amp; plot, direction, context &amp; plot, subtext, conflict, denouement, resolution</i></li> </ul>		<p><b>Domains of Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent, infection, phrasing, silence</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, eye contact, balance, posture, pace</i></li> <li>● Characterisation – <i>Motivation, Character development, gender, habits, action &amp; reaction, stereotypes, gender, multi-role, exaggeration, given circumstances, externalising the internal</i></li> <li>● Narrative – <i>Storytelling, devices, climax, anti-climax, Interpretive, intention, context &amp; plot, direction, context &amp; plot, subtext, conflict, denouement, resolution</i></li> </ul>	

<ul style="list-style-type: none"> <li>● Form &amp; Structure – <i>responding to stimuli, scripted, improvised, action, climax, anti-climax, contrast, tension, mood, symbols</i></li> <li>● Technique – <i>Improvisation, role-play, still image, though tracking, narration, flash-back / flash-forward, split-staging, step-out, direct address, montage, soundscape, slow motion, placard, role-on-the-wall, reading for information, rehearsal</i></li> <li>● Style, genre &amp; conventions – <i>Language, Naturalism, non-naturalism, abstract, realism, melodrama, physical theatre, mime, practitioner methods,</i></li> <li>● Space, Levels &amp; Proxemics – <i>the 4<sup>th</sup> wall, levels, relationships, performances spaces, stage positions</i></li> <li>● Semiotics – <i>Representation, meaning, atmosphere, symbolism, verbal &amp; non-verbal</i></li> <li>● Social, Cultural, Moral and Historical Context – <i>values, identity, relationships, ethics, class, empathy, sympathy, behaviours, politics</i></li> </ul>	<ul style="list-style-type: none"> <li>● Form &amp; Structure – <i>scripted, mood, tension, action, climax, anti-climax, contrast, monologue, duologue, dialogue, soliloquy</i></li> <li>● Technique - <i>role-play, reading for information, line learning, rehearsal</i></li> <li>● Space, Levels and Proxemics – <i>staging and blocking, levels, status, relationships, stage positions / directors, taking direction, entrances and exits, 4<sup>th</sup> wall, audience awareness</i></li> <li>● Style, genre, convention – <i>Language, naturalism, non-naturalism, comedy, tragedy, contemporary, historical, classical, practitioner methods</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, symbolism, props, lighting, sound, costume, set / scenery, verbal and non-verbal</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, religion, ethics, politics, socio-economic</i></li> </ul>	<ul style="list-style-type: none"> <li>● Form &amp; Structure – <i>scripted, mood, tension, action, climax, anti-climax, contrast, monologue, duologue, dialogue, soliloquy</i></li> <li>● Technique - <i>role-play, reading for information, line learning, rehearsal</i></li> <li>● Space, Levels and Proxemics – <i>staging and blocking, levels, status, relationships, stage positions / directors, taking direction, entrances and exits, 4<sup>th</sup> wall, audience awareness</i></li> <li>● Style, genre, convention – <i>Language, naturalism, non-naturalism, comedy, tragedy, contemporary, historical, classical, practitioner methods</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, symbolism, props, lighting, sound, costume, set / scenery, verbal and non-verbal</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, religion, ethics, politics, socio-economic</i></li> </ul>
<p><b>Relevant Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Developing and Researching</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	<p><b>Relevant Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Developing and Researching</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Developing and Researching</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>
<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Choral speaking, Intonation, pace, pause, volume, silence</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, rhythm</i></li> <li>● Characterisation – <i>Character development, multirole play</i></li> <li>● Narrative – <i>storytelling, climatic, devices, intention, context &amp; plot, audience impact, linear/non-linear</i></li> </ul>	<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, balance, rhythm, Choreography</i></li> <li>● Characterisation – <i>Character development, action &amp; reaction, characteristics, given circumstances, magic if, distancing techniques, externalising the internal</i></li> <li>● Narrative – <i>Imagination, storytelling, devices, context and plot, conflict, climatic, audience impact, denouement, resolution, linear, non-linear, episodic</i></li> </ul>	<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, balance, rhythm, Choreography</i></li> <li>● Characterisation – <i>Character development, action &amp; reaction, characteristics, given circumstances, magic if, distancing techniques, externalising the internal</i></li> <li>● Narrative – <i>Imagination, storytelling, devices, context and plot, conflict, climatic, audience impact, denouement, resolution, linear, non-linear, episodic</i></li> </ul>

<ul style="list-style-type: none"> <li>● Form &amp; Structure – <i>responding to stimuli, climax, anti-climax, contrast, symbols</i></li> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, flashback, split staging, step-out, hot-seating, conscience alley, role on the wall</i></li> <li>● Style, genre, convention – <i>Language, non-naturalism, abstract, classical, tragedy</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, lighting, sound, costume, set / scenery.</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, religion, ethics</i></li> </ul>	<ul style="list-style-type: none"> <li>● Form &amp; Structure – <i>responding to stimuli, scripted improvised, contrast, tension, mood, action, climax, monologue, dialogue</i></li> <li>● Technique – <i>Improvisation, role-play, line learning, rehearsal</i></li> <li>● Space, levels &amp; proxemics – <i>Staging, stage directions, performance spaces, performance configuration, levels, heights, audience awareness, relationships</i></li> <li>● Style, genre &amp; convention – <i>language, Practitioner methods</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, symbolism, props, lighting, sound, costume, set, verbal/non-verbal</i></li> <li>● Social, Cultural, Moral and Historical Context – <i>values, identity, relationships, behaviours, traditions</i></li> </ul>	<ul style="list-style-type: none"> <li>● Form &amp; Structure – <i>responding to stimuli, scripted improvised, contrast, tension, mood, action, climax, monologue, dialogue</i></li> <li>● Technique – <i>Improvisation, role-play, line learning, rehearsal</i></li> <li>● Space, levels &amp; proxemics – <i>Staging, stage directions, performance spaces, performance configuration, levels, heights, audience awareness, relationships</i></li> <li>● Style, genre &amp; convention – <i>language, Practitioner methods</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, symbolism, props, lighting, sound, costume, set, verbal/non-verbal</i></li> <li>● Social, Cultural, Moral and Historical Context – <i>values, identity, relationships, behaviours, traditions</i></li> </ul>
<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Research and develop performance material from a range of stimuli.</li> <li>● Demonstrate ability to construct work within a clear theatrical style using appropriate techniques and forms.</li> <li>● Demonstrate ability to structure performances for an audience using performance skills and techniques that give a clear intention and meaning</li> <li>● Evaluate the success and areas for development in own work and that of others.</li> </ul>	<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Describe the context of two texts – classic and modern – and the purpose of each scene</li> <li>● Describe writers use of language, identifying demands on the performer.</li> <li>● Describe how a writer communicates role / character through language</li> <li>● Describe techniques for “lifting text off” the page</li> <li>● Perform chosen scenes from a modern and classic play using effective vocal and movement skills</li> <li>● Review own performance, identifying strengths and areas for development.</li> </ul>	<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Describe the context of two texts – classic and modern – and the purpose of each scene</li> <li>● Describe writers use of language, identifying demands on the performer.</li> <li>● Describe how a writer communicates role / character through language</li> <li>● Describe techniques for “lifting text off” the page</li> <li>● Perform chosen scenes from a modern and classic play using effective vocal and movement skills</li> <li>● Review own performance, identifying strengths and areas for development.</li> </ul>

Autumn Term 2	
<p><b>Unit Title:</b> Exploring Practitioners</p>	<p><b>Unit length:</b> 7 weeks</p>
<p><b>Domains of Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, balance, rhythm, Choreography</i></li> </ul>	

- Characterisation – *Character development, action & reaction, characteristics, given circumstances, magic if, distancing techniques, externalising the internal*
- Narrative – *Imagination, storytelling, devices, context and plot, conflict, climatic, audience impact, denouement, resolution, linear, non-linear, episodic*
- Form & Structure – *responding to stimuli, scripted improvised, contrast, tension, mood, action, climax, monologue, dialogue*
- Technique – *Improvisation, role-play, line learning, rehearsal*
- Space, levels & proxemics – *Staging, stage directions, performance spaces, performance configuration, levels, heights, audience awareness, relationships*
- Style, genre & convention – *language, Practitioner methods*
- Semiotics – *representation, meaning, atmosphere, symbolism, props, lighting, sound, costume, set, verbal/non-verbal*
- Social, Cultural, Moral and Historical Context – *values, identity, relationships, behaviours, traditions*

**Relevant Key Concepts:**

- Creating, Responding & Improvising
- Exploring & Refining
- Performing
- Evaluating

**Gateway knowledge:**

- Use of Voice – *Projection, Tone, Expression, Pitch*
- Volume, Choral speaking, Intonation*
- Use of Movement – *facial expressions, body language, gestures, physicality*
  - Characterisation – *Character development, multirole play*
  - Narrative – *storytelling, climatic, intention, context & plot*
  - Form & Structure – *responding to stimuli, climax, anti-climax, monologue*

<ul style="list-style-type: none"> <li>● Technique – <i>Improvisation, role-play, still image, thought tracking, narration, flashback, split staging, step-out, hot-seating, conscience alley, role on the wall</i></li> <li>● Space, Levels and Proxemics - <i>Stage Positions / Directions, Taking direction</i></li> <li>● Semiotics – <i>empathy, sympathy, class, identity, relationships, behaviours</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, socio-economic</i></li> </ul>
<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ability to perform using contrasting practitioner methods to an audience.</li> <li>● Demonstrate ability to apply varied and appropriate voice and movement skills to interpret and create characters in a performance context.</li> <li>● Evaluate the impact of creative and artistic decisions on performance work.</li> </ul>

Year 11					
Autumn Term		Spring Term		Summer Term	
<b>Unit Title:</b> CAPA 212 Performing Text	<b>Unit length:</b> 12 weeks	<b>Unit Title:</b> CAPA 201E Live Performance	<b>Unit length:</b> 12 weeks	<b>Unit Title:</b> CAPA 212 Performing Text	<b>Unit length:</b> 6 weeks
<p><b>Domains of Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent, inflection, phrasing, silence</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, eye contact, balance, posture, pace</i></li> <li>● Characterisation – <i>Motivation, Character development, gender, habits, action &amp; reaction, stereotypes, gender,</i></li> </ul>		<p><b>Domains of Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent, inflection, phrasing, silence</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, eye contact, balance, posture, pace, choreography, rhythm</i></li> <li>● Characterisation – <i>Motivation, Character development, gender, habits, action &amp; reaction, stereotypes, gender,</i></li> </ul>		<p><b>Domains of Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent, inflection, phrasing, silence</i></li> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, eye contact, balance, posture, pace</i></li> <li>● Characterisation – <i>Motivation, Character development, gender, habits, action &amp; reaction, stereotypes, gender,</i></li> </ul>	

<p><i>multi-role, exaggeration, given circumstances, externalising the internal</i></p> <ul style="list-style-type: none"> <li>● Narrative – <i>Storytelling, devices, climax, anti-climax, Interpretive, intention, context &amp; plot, direction, context &amp; plot, subtext, conflict, denouement, resolution</i></li> <li>● Form &amp; Structure – <i>scripted, mood, tension, action, climax, anti-climax, contrast, monologue, duologue, dialogue, soliloquy</i></li> <li>● Technique - <i>role-play, reading for information, line learning, rehearsal</i></li> <li>● Space, Levels and Proxemics – <i>staging and blocking, levels, status, relationships, stage positions / directors, taking direction, entrances and exits, 4<sup>th</sup> wall, audience awareness</i></li> <li>● Style, genre, convention – <i>Language, naturalism, non-naturalism, comedy, tragedy, contemporary, historical, classical, practitioner methods</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, symbolism, props, lighting, sound, costume, set / scenery, verbal and non-verbal</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, religion, ethics, politics, socio-economic</i></li> </ul>	<p><i>multi-role, exaggeration, given circumstances, externalising the internal, distancing techniques</i></p> <ul style="list-style-type: none"> <li>● Narrative – <i>Storytelling, devices, climax, anti-climax, episodic, climatic, audience impact, Interpretive, intention, context &amp; plot, direction, context &amp; plot, subtext, conflict, denouement, resolution, prologue, epilogue</i></li> <li>● Form &amp; Structure – <i>Responding to stimuli, improvised, scripted, mood, tension, action, climax, anti-climax, contrast, monologue, duologue, dialogue, soliloquy</i></li> <li>● Technique - <i>role-play, reading for information, line learning, rehearsal, Improvisation, still image, narration, flashback, slow-motion, split staging, step-out, hot-seating, conscience alley, role on the wall</i></li> <li>● Space, Levels and Proxemics – <i>staging and blocking, levels, status, relationships, stage positions / directors, taking direction, entrances and exits, 4<sup>th</sup> wall, audience awareness</i></li> <li>● Style, genre, convention – <i>Language, naturalism, non-naturalism, comedy, tragedy, contemporary, historical, classical, practitioner methods</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, symbolism, props, lighting, sound, costume, set / scenery, verbal and non-verbal</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, religion, ethics, politics, socio-economic</i></li> </ul>	<p><i>multi-role, exaggeration, given circumstances, externalising the internal</i></p> <ul style="list-style-type: none"> <li>● Narrative – <i>Storytelling, devices, climax, anti-climax, Interpretive, intention, context &amp; plot, direction, context &amp; plot, subtext, conflict, denouement, resolution</i></li> <li>● Form &amp; Structure – <i>scripted, mood, tension, action, climax, anti-climax, contrast, monologue, duologue, dialogue, soliloquy</i></li> <li>● Technique - <i>role-play, reading for information, line learning, rehearsal</i></li> <li>● Space, Levels and Proxemics – <i>staging and blocking, levels, status, relationships, stage positions / directors, taking direction, entrances and exits, 4<sup>th</sup> wall, audience awareness</i></li> <li>● Style, genre, convention – <i>Language, naturalism, non-naturalism, comedy, tragedy, contemporary, historical, classical, practitioner methods</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, symbolism, props, lighting, sound, costume, set / scenery, verbal and non-verbal</i></li> <li>● Social, Cultural, Moral &amp; Historical Context – <i>representation, values, empathy, sympathy, class, identity, relationships, behaviours, religion, ethics, politics, socio-economic</i></li> </ul>
<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Developing and Researching</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	<p><b>Relevant Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Developing and Researching</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>	<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>● Creating, Responding &amp; Improvising</li> <li>● Developing and Researching</li> <li>● Exploring &amp; Refining</li> <li>● Performing</li> <li>● Evaluating</li> </ul>
<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> </ul>	<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> </ul>	<p><b>Gateway knowledge:</b></p> <ul style="list-style-type: none"> <li>● Use of Voice – <i>Projection, Tone, Expression, Pitch, Volume, Intonation, accent</i></li> </ul>

<ul style="list-style-type: none"> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, balance, rhythm, Choreography</i></li> <li>● Characterisation – <i>Character development, action &amp; reaction, characteristics, given circumstances, magic if, distancing techniques, externalising the internal</i></li> <li>● Narrative – <i>Imagination, storytelling, devices, context and plot, conflict, climatic, audience impact, denouement, resolution, linear, non-linear, episodic</i></li> <li>● Form &amp; Structure – <i>responding to stimuli, scripted improvised, contrast, tension, mood, action, climax, monologue, dialogue</i></li> <li>● Technique – <i>Improvisation, role-play, line learning, rehearsal</i></li> <li>● Space, levels &amp; proxemics – <i>Staging, stage directions, performance spaces, performance configuration, levels, heights, audience awareness, relationships</i></li> <li>● Style, genre &amp; convention – <i>language, Practitioner methods</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, symbolism, props, lighting, sound, costume, set, verbal/non-verbal</i></li> <li>● Social, Cultural, Moral and Historical Context – <i>values, identity, relationships, behaviours, traditions</i></li> </ul>	<ul style="list-style-type: none"> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, balance, rhythm, Choreography</i></li> <li>● Characterisation – <i>Character development, action &amp; reaction, characteristics, given circumstances, magic if, distancing techniques, externalising the internal</i></li> <li>● Narrative – <i>Imagination, storytelling, devices, context and plot, conflict, climatic, audience impact, denouement, resolution, linear, non-linear, episodic</i></li> <li>● Form &amp; Structure – <i>responding to stimuli, scripted improvised, contrast, tension, mood, action, climax, monologue, dialogue</i></li> <li>● Technique – <i>Improvisation, role-play, line learning, rehearsal</i></li> <li>● Space, levels &amp; proxemics – <i>Staging, stage directions, performance spaces, performance configuration, levels, heights, audience awareness, relationships</i></li> <li>● Style, genre &amp; convention – <i>language, Practitioner methods</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, symbolism, props, lighting, sound, costume, set, verbal/non-verbal</i></li> <li>● Social, Cultural, Moral and Historical Context – <i>values, identity, relationships, behaviours, traditions</i></li> </ul>	<ul style="list-style-type: none"> <li>● Use of Movement – <i>facial expressions, body language, gestures, physicality, posture, gait, balance, rhythm, Choreography</i></li> <li>● Characterisation – <i>Character development, action &amp; reaction, characteristics, given circumstances, magic if, distancing techniques, externalising the internal</i></li> <li>● Narrative – <i>Imagination, storytelling, devices, context and plot, conflict, climatic, audience impact, denouement, resolution, linear, non-linear, episodic</i></li> <li>● Form &amp; Structure – <i>responding to stimuli, scripted improvised, contrast, tension, mood, action, climax, monologue, dialogue</i></li> <li>● Technique – <i>Improvisation, role-play, line learning, rehearsal</i></li> <li>● Space, levels &amp; proxemics – <i>Staging, stage directions, performance spaces, performance configuration, levels, heights, audience awareness, relationships</i></li> <li>● Style, genre &amp; convention – <i>language, Practitioner methods</i></li> <li>● Semiotics – <i>representation, meaning, atmosphere, symbolism, props, lighting, sound, costume, set, verbal/non-verbal</i></li> <li>● Social, Cultural, Moral and Historical Context – <i>values, identity, relationships, behaviours, traditions</i></li> </ul>
<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Describe the context of two texts – classic and modern – and the purpose of each scene</li> <li>● Describe writers use of language, identifying demands on the performer.</li> <li>● Describe how a writer communicates role / character through language</li> <li>● Describe techniques for “lifting text off” the page</li> <li>● Perform chosen scenes from a modern and classic play using effective vocal and movement skills</li> </ul> <p>Review own performance, identifying strengths and areas for development.</p>	<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Describe personal aims in relation to live performance</li> <li>● Propose ideas for performance and produce a production plan to respond to an assigned brief, including consideration of Health &amp; Safety.</li> <li>● Work with others to plan and rehearse a performance</li> <li>● Present a performance to an audience demonstrating acting skills.</li> <li>● Review own performance, considering feedback and identifying strengths and areas for development.</li> </ul>	<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Describe the context of two texts – classic and modern – and the purpose of each scene</li> <li>● Describe writers use of language, identifying demands on the performer.</li> <li>● Describe how a writer communicates role / character through language</li> <li>● Describe techniques for “lifting text off” the page</li> <li>● Perform chosen scenes from a modern and classic play using effective vocal and movement skills</li> <li>● Review own performance, identifying strengths and areas for development.</li> </ul>

