



## **Core Aim**

Our core aim is to support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community.

## **Curriculum Vision**

Regardless of prior attainment or circumstances, all students at St Peter's have equal access to a broad curriculum that is knowledge-rich, inclusive and ambitious. Our curriculum will give students the knowledge, skills and experiences to gain qualifications and the social and cultural capital necessary to flourish both individually and in society. Our curriculum should be a joyful experience for students stimulating a life-long love of learning.

## **Curriculum Plans & Progress Ladders**

This document provides an overview of the topics students will study in each curriculum area, along with information on how their progress will be assessed. In Key Stage 3, each department has set the expected standards for students to achieve by the end of the year or the Key Stage. These standards are detailed as progress ladders, explaining what students should have secured at each step and what they can do to further progress. These are broad statements written to summarise the knowledge and skills a student will have acquired at each stage of their learning. Students will be assessed regularly during their learning and departments may use more specific criteria when designing assessments. This document should be read alongside your child's progress report to help you understand their current level of attainment in each subject.



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
<p>Introduction to Drama - Learning Performance Skills and Techniques</p> <p><b>Big Question - What makes a good performance?</b></p>	<p>The Nativity - Storytelling Theatre and Group Work</p> <p><b>Big Question - How do we communicate with our audience?</b></p>	<p>WW2 Harry's Story - Developing Skills and Techniques</p> <p><b>Big Question - How do we use techniques for effect in a performance?</b></p>	<p>Interpretation of Script</p> <p><b>Big Question - How do we interpret script?</b></p>	<p>Devising from a Stimulus - Poem Performance Assessment</p> <p><b>Big Question - How do we interpret character and plot effectively in a performance?</b></p>	<p>Live Theatre Review - The Railway Children</p> <p><b>Big Question - Identify how production and performance elements are used effectively in performance?</b></p>
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>To know, understand and develop mastery of the fundamental skills and techniques used in drama.</p> <p><b>Physical Performance Skills:</b> Gaining knowledge of body movements, gesture and facial expression, which is crucial for performance. Understanding how to use body language and presence to engage an audience.</p> <p><b>Vocal Performance Skills</b> Learning how to control pitch and tone quality to convey different emotions. Learning how to project confidence and engage an audience through vocal delivery. Exploring how to vary volume and intensity to add emotional depth to performances. Understanding how to convey character and emotion through vocal choices.</p> <p><b>Techniques:</b> Physical Theatre: incorporating</p>	<p>To embed knowledge and understanding of the use of skills and techniques.</p> <p>To understand the elements of the storytelling genre: Narration and movement</p> <p>To understand that storytelling theatre involves creative staging and movement to convey meaning through body language. To understand that storytelling requires varied vocal expression to convey emotion, mood, and character. Students learn to use imagery and symbolism to communicate themes.</p> <p><b>Cultural Awareness:</b> Knowing storytelling traditions, cultural narratives and histories.</p> <p>Learning how to convey emotions and ideas through performance, and understanding different styles and genres.</p>	<p>To develop further knowledge and understanding of skills, techniques and dramatic elements.</p> <p>Contextual understanding of an historical narrative allows participants to gain a deeper understanding of the social, political, and cultural contexts of the time.. Exploring historical figures dramatically enables students to understand their motivations and struggles. Historical stories often address universal themes—power, justice, identity, and conflict—that resonate across time. Exploration of this can deepen students' understanding of these themes. Dramatic engagement with historical events fosters empathy, as students are encouraged to step into the shoes of individuals from the past, making their experiences more relatable.</p> <p>Working together to bring a historical story to life fosters</p>	<p>To select and apply knowledge and understanding of performance skills in interpreting character, stage directions, theme and genre. To refine and rehearse skills in effective interpretation of character, stage directions, theme and genre.</p> <p><b>Character Development:</b> As students create characters, they explore motivations, backgrounds, and relationships, leading to a deeper understanding of character work and performance.</p> <p><b>Thematic Exploration:</b> The process encourages exploration of relevant themes and issues, allowing students to engage with topics that resonate with them and reflect societal concerns.</p> <p><b>Structure and Form:</b> Students learn about narrative structure and how to effectively pace a performance, as they must consider how to shape their ideas into a coherent story.</p> <p><b>Peer and Self-Evaluation:</b> Learning</p>	<p>To use and apply knowledge and understanding of skills, techniques and dramatic elements.</p> <p>Students learn to think outside the box, generating original ideas and solutions as they work together to create a cohesive piece. Devising requires development of teamwork skills in communication students must listen to each other's ideas and build on them. Understanding how a narrative framework allows us to analyse how tension builds and resolves within a play.</p> <p>Students will learn to utilise the physical stage space to enhance the narrative. Understanding how to create situations where the audience knows more than the characters, heightening tension and engagement. Understanding how to create an environment that reflects the time, place, and mood of the story,</p>	<p>To review a live theatre performance, identifying theatrical elements and use of performance skills effectively.</p> <p><b>Technical Aspects:</b> Gaining knowledge about lighting, sound, set design, and costume, which all contribute to a performance. <b>Production Process:</b> Understanding the roles and responsibilities in producing a performance, from conception to execution.</p> <p>This helps students appreciate how these elements contribute to the storytelling and atmosphere of the performance. Gaining an understanding of how to analyse actors' performances—how they embody their characters, convey emotions, and interact with one another.</p> <p>Observing audience reactions can provide insights into how effectively the production resonates with viewers, highlighting the importance of audience dynamics in theatre.</p>

<p>movement and physicality to explore how body language and gesture can convey meaning. Thought Tracking: voicing a character's thoughts at a specific moment to explore internal conflict and motivations. Promoting understanding of different perspectives. Still Image: This technique freezes a moment in time, allowing participants to explore key emotions and relationships visually. It encourages students to consider body language, facial expressions, and spatial relationships, leading to insights about character dynamics and themes.</p> <p>Group/Teamwork Skills: Creativity: Developing the ability to improvise and think outside the box, enhancing personal expression. Focus and Concentration: Learning techniques to maintain concentration during rehearsals and performances.</p> <p>Self and Peer Assessment: Learning to critique each other's performances constructively, recognizing strengths and areas for improvement.</p> <p>Recognizing that developing performance skills is an ongoing process that involves constant learning and practice.</p>		<p>teamwork, as participants must collaborate to interpret and present the material.</p> <p>Engaging with historical content enhances performance skills, including voice modulation, character embodiment, and stage presence, as students strive to authentically portray the past.</p>	<p>how to give and receive feedback in a supportive and productive manner.</p>	<p>helping to immerse the audience, and enhancing the atmosphere of the performance through ambient sounds or effects. Understanding how to use songs or instrumental pieces to underscore emotional moments or transitions within the narrative.</p> <p>Learning how to receive and implement feedback from peers. Collaboration and Communication:</p>	<p>Personal Reflection: Presenting a review on what resonated or did not resonate, helping develop one's voice and preferences in theatre.</p> <p>Communication Skills: Crafting a review fosters clear and persuasive verbal skills, enabling the reviewer to convey their thoughts effectively to a wider audience.</p>
<p>Skills &amp; Procedural Knowledge</p>	<p>Skills &amp; Procedural Knowledge</p>	<p>Skills &amp; Procedural Knowledge</p>	<p>Skills &amp; Procedural Knowledge</p>	<p>Skills &amp; Procedural Knowledge</p>	<p>Skills &amp; Procedural Knowledge</p>
<p>To understand how these skills and techniques can be used in drama to:</p> <ul style="list-style-type: none"> <li>Use vocal and physical skills to develop characterisation, interpret character, stimulus and script and demonstrate this in performance work</li> <li>Use techniques to enhance performance work and mark moments of importance for the audience</li> </ul>	<p>To select and use skills and techniques effectively in a performance to:</p> <ul style="list-style-type: none"> <li>Communicate the plot of a well known story</li> <li>Consider the specific elements of genre and how to communicate those to an audience.</li> <li>Interpret character</li> <li>Gain the desired reaction from the audience</li> <li>Use group and teamwork skills to work effectively</li> </ul>	<p>To use a historical event as a stimulus to interpret character and explore plot and theatrical devices.</p> <ul style="list-style-type: none"> <li>Consider empathy skills in relation to the historical event and use this effectively within your performance work</li> <li>Interpretation of character using vocal and physical skills</li> <li>Develop knowledge and use of techniques to communicate plot,</li> </ul>	<p>To interpret character, stage directions, theme and genre when working on a specific script, using knowledge and understanding of skills, techniques and dramatic elements to convey this effectively to an audience.</p> <ul style="list-style-type: none"> <li>Explore character and plot selecting and using appropriate performance skills to communicate with the audience</li> <li>Using vocal and physical skills to explore</li> </ul>	<p>To use and apply knowledge and understanding of skills, techniques and dramatic elements to create effective performance work based on an historical event as a stimulus.</p> <ul style="list-style-type: none"> <li>Using a stimulus, develop and communicate effectively the ending of Harry's story in an assessed performance.</li> <li>Consider the specific elements of genre and how to communicate those to an audience.</li> </ul>	<p>To be able to identify theatrical DESIGN elements that have been used effectively and communicate their impact.</p> <ul style="list-style-type: none"> <li>Watch and enjoy a live performance</li> <li>Communicate their understanding of the themes, characters and plot</li> <li>Share ideas regarding the impact and effect of the use of theatrical DESIGN elements</li> <li>Identify examples of</li> </ul>

<ul style="list-style-type: none"> <li>• Use group and teamwork skills to work effectively when responding to instructions</li> <li>• Rehearse and refine performance work</li> <li>• Identify strengths and weaknesses in own and other's work and give constructive feedback</li> </ul>	<p>when responding to instructions, rehearse and refine performance work, Identify strengths and weaknesses in own and other's work and give constructive feedback</p>	<p>character and theme.</p> <ul style="list-style-type: none"> <li>• Enhance performance work by including dramatic elements for effect in performances</li> <li>• Develop resilience in learning text for delivery in monologue/duologue for assessment</li> </ul>	<p>exaggerated characterisation in line with theme (fantasy) and genre (comedy)</p> <ul style="list-style-type: none"> <li>• Consider use of techniques and dramatic elements to communicate plot, character and theme and enhance performance work</li> <li>• Develop skills in collaborative working through ensemble work and taking direction</li> <li>• Use group and teamwork skills to work effectively when responding to instructions, rehearse and refine performance work, Identify strengths and weaknesses in own and other's work and give constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret characters with empathy and consideration using vocal and physical skills, techniques and devices.</li> <li>• Gain an emotional response from the audience</li> <li>• Use knowledge of techniques to make appropriate choices to communicate plot, character and theme.</li> <li>• Enhance performance work by including dramatic elements for effect in performances</li> <li>• Use group and teamwork skills to work effectively when responding to instructions, rehearse and refine performance work, Identify strengths and weaknesses in own and other's work and give constructive feedback</li> </ul>	<p>excellence which can be shared in a review of the production</p> <ul style="list-style-type: none"> <li>• Working collaboratively to review this performance and verbally communicate the impact and effect on the audience.</li> </ul>
Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary
<p>Vocal and Physical Expression Storytelling Theatre Narration Subtext Cross Cutting Skills Rehearsal Evaluate</p>	<p>Techniques Characterisation Stock Characters</p>	<p>Theme Stimulus Status Interpretation Structure</p>	<p>Exaggeration Genre Blocking Staging</p>	<p>Atmosphere Dramatic Elements Emotional Response Tension Refinement Collaboration</p>	<p>Production Communication SFX Design Concept</p>
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<p>End of scheme performance where students have to:</p> <ul style="list-style-type: none"> <li>• Work effectively to respond to instructions of the assessment task</li> <li>• Select and apply appropriate vocal and physical skills</li> <li>• Select and include appropriate techniques to enhance the performance</li> <li>• Learn a small section of</li> </ul>	<p>Formative Assessment where teacher can track student knowledge, understanding and application of new techniques in performance work:</p> <ul style="list-style-type: none"> <li>• Select and include appropriate techniques to enhance the performance</li> <li>• Communicate appropriate elements of theme in the performance</li> </ul>	<p>End of scheme performance where students have to:</p> <ul style="list-style-type: none"> <li>• Work effectively to interpret the instructions of the assessment task</li> <li>• Select and apply appropriate vocal and physical skills</li> <li>• Select and include appropriate techniques to enhance the performance</li> </ul>	<p>Formative Assessment where teacher can track student knowledge, understanding and application of new techniques, dramatic elements and interpretations in performance work:</p> <ul style="list-style-type: none"> <li>• Select and include appropriate skills techniques to enhance the performance</li> <li>• Communicate appropriate dramatic</li> </ul>	<p>End of scheme performance where students have to:</p> <ul style="list-style-type: none"> <li>• Work effectively to interpret the instructions of the assessment task</li> <li>• Select and apply appropriate vocal and physical skills</li> <li>• Select and include appropriate techniques to enhance the performance</li> <li>• Effectively communicate</li> </ul>	<p>End of scheme group presentation where students have to:</p> <ul style="list-style-type: none"> <li>• Work collaboratively to interpret the instructions of the assessment task.</li> <li>• Effectively communicate how the theme, character, mood and atmosphere was created in the performance by identifying a range of techniques, elements and devices</li> </ul>

<p>script/lines</p> <ul style="list-style-type: none"> <li>• Watch attentively and give constructive feedback to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise and commit to memory a short monologue</li> <li>• Watch attentively and give constructive feedback to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate appropriate elements of genre in the performance</li> <li>• Learn a small section of script/lines</li> <li>• Watch attentively and give constructive feedback to others.</li> </ul>	<p>elements to communicate theme and genre in the performance</p> <ul style="list-style-type: none"> <li>• Watch attentively and give constructive feedback to others.</li> </ul>	<p>theme, character, mood and atmosphere in performance work using a range of techniques, elements and devices</p> <ul style="list-style-type: none"> <li>• Watch attentively and give constructive feedback to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Present a group presentation of a review of the live theatre performance.</li> </ul>
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	<b>Creating</b>	<b>Performing</b>	<b>Responding</b>
<b>Mastering</b>	<p>Positive in group, contributes ideas well and shows developing leadership.</p> <p>Creations are well developed and have a clear structure.</p> <p>Recognises and uses a variety of techniques with confidence and creativity</p>	<p>Performs a variety of characters with attention to detail and confidence, selecting and using appropriate skills.</p> <p>Sustains role consistently and with few distractions.</p> <p>Choices show some originality and evidence of refinement in rehearsal.</p>	<p>Gives constructive feedback supported by examples.</p> <p>Uses a range of subject vocabulary when evaluating plot, character and effect.</p> <p>Can reflect on themes and issues in the work and the impact on the audience.</p>
<b>Advancing</b>	<p>Make good suggestions and contributions.</p> <p>Creations use a good structure.</p> <p>Selects and uses techniques with some confidence.</p>	<p>Skills used show that character has good detail.</p> <p>Role is sustained for most of the performance.</p> <p>Clear choices are made for effect.</p>	<p>Identifies strengths and weaknesses in one's own and others' work.</p> <p>A good subject vocabulary is used accurately.</p> <p>Able to set targets for own development.</p>
<b>Securing</b>	<p>Basic ability to work with other group members.</p> <p>Creations follow instructions well.</p> <p>Uses basic drama techniques with some success.</p>	<p>Vocal and physical skills are used to show some character detail..</p> <p>Role is sustained for large parts off the performance.</p> <p>Makes appropriate choices when depicting character.</p>	<p>Can identify how to improve a piece when giving feedback</p> <p>Reasonably good vocabulary is used.</p> <p>Able to set targets for others' development.</p>
<b>Developing</b>	<p>Allows others to lead the group.</p> <p>Creations are basic.</p> <p>Uses basic drama techniques with some success..</p>	<p>Character is shown using basic skills.</p> <p>Role is sustained for some of the performance.</p> <p>Selects some movement and voice to depict character and situation.</p>	<p>Offers some improvement comments.</p> <p>Basic vocabulary is used.</p> <p>Mostly appropriate audience behaviour.</p> <p>Remains focused in the audience at all times</p>
<b>Emerging</b>	<p>Limited ability to work with other group members.</p> <p>Creations can be very limited.</p> <p>Limited use of drama techniques when instructed.</p>	<p>Uses limited vocal and physical skills.</p> <p>Struggles to sustain a role.</p> <p>Creates characters the same as themselves..</p>	<p>Makes simple comments about what was good in a performance..</p> <p>Uses very limited subject vocabulary.</p> <p>Inappropriate audience behaviour some of the time..</p>



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<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>
<p><b>Devising From a Stimulus - Pictures</b></p> <p><b>Big Question - How do we interpret stimulus for devising?</b></p>	<p><b>Theatre In Education</b></p> <p><b>Big Question - How do we create a performance which will educate our audience?</b>  <b>- How do we effectively select and apply relevant skills and techniques to create a performance that will educate our audience?</b></p>	<p><b>Bang Out Of Order - Exploration of Theme and Interpretation and performance of Script</b></p> <p><b>Big Question - How do we interpret script - theme, character, genre and plot?</b></p>	<p><b>Bang Out Of Order - Interpretation and performance of Script</b></p> <p><b>Big Question - How do we use interpretation of script to make decisions about appropriate selection and application of skills in scripted performance?</b></p>	<p><b>Devising From a Stimulus - Installation</b></p> <p><b>Big Question - How do we interpret stimulus for devising?</b>  <b>How do we interpret character and plot effectively in a performance?</b></p>	<p><b>Live Theatre Review - Billy The Kid</b></p> <p><b>Big Question - Identify how production and performance elements are used effectively in performance?</b></p>
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
<p>To know, understand and be able to apply the following elements to the devising process:            Students' engagement with various themes and perspectives can enhance awareness of social issues. Effective communication - Students learn to enhance teamwork skills, as all participants contribute ideas, dialogue, and movement. Students continue to learn to think outside the box, experimenting with various forms, styles, and narratives.            Storytelling Techniques: Students develop an understanding of how to construct a narrative and develop characters.            Flexibility and adaptability are developed through improvisational exercises, allowing for spontaneous creativity.            Students gain insight into directing, as they often take on leadership roles within the group to shape the final product.            Students learn to create an environment that reflects the time,</p>	<p>To know and understand the following elements of Theatre In Education (TIE):            Exploring themes, historical contexts, or character backgrounds encourages students to develop skills in inquiry and analysis. Students will learn the adaptations that need to be made with regard to different target audiences. Students will show consideration of TIE techniques to utilise and engage the audience.            Through this, students gain insight into empathy and perspective by exploring diverse characters and their motivations. Students learn to express ideas and emotions through performance, enhancing their ability to communicate effectively.            Working as a team fosters teamwork, teaching students how to compromise, share responsibilities, and support one another.            When students encounter</p>	<p>To know and understand the following elements of script exploration and interpretation:            Students learn how to analyse and interpret a character's motivations, background, and relationships to create a believable portrayal. Students will understand how to break down a script, recognizing themes, subtext, and character arcs to inform performance choices. Students will learn to adapt performances based on different interpretations or directorial visions. Students will learn to use movement to convey relationships, emotions, or power dynamics between characters. Students will consider positioning of characters on stage to reflect their emotional states or relationships.</p>	<p>To know and understand the following elements of script rehearsal and performance:            Students will deepen their understanding of their characters, exploring motivations, relationships, and backstories. Students will learn to analyse dialogue for subtext, tone, and intention, enhancing their ability to convey meaning. Rehearsing helps improve voice projection, diction, and articulation, essential for effective communication on stage. Students will explore the use of body language and staging, learning how movement can express character and emotion. Working with fellow group members fosters teamwork and communication skills, as everyone contributes to the overall vision. Rehearsals will help students learn to grasp the rhythm of the piece, understanding when to build tension and when to allow for</p>	<p>To know, understand and be able to apply the following elements to the devising process:            Students' engagement with various themes and perspectives can enhance awareness of social issues. Effective communication - Students learn to enhance teamwork skills, as all participants contribute ideas, dialogue, and movement. Students continue to learn to think outside the box, experimenting with various forms, styles, and narratives.            Storytelling Techniques: Students develop an understanding of how to construct a narrative and develop characters.            Flexibility and adaptability are developed through improvisational exercises, allowing for spontaneous creativity.            Students gain insight into directing, as they often take on leadership roles within the group to shape the final product.            Students learn to create an environment that reflects the time,</p>	<p>Engaging in a review encourages critical thinking about This hones analytical skills and the ability to articulate thoughtful critiques.            Narrative Structure: Reviewing a play involves considering its narrative arc, pacing, and character development, which enhances comprehension of storytelling mechanics in theatre.            Thematic Exploration: Identifying and reflecting on the themes presented in the play fosters deeper engagement with the material and its relevance to contemporary issues.            Cultural and Social Context: Live theatre often reflects societal issues, cultural narratives, and historical contexts, enriching reviewers' understanding of the interplay between art and society.            Comparative Skills: Reviewing different productions allows for comparison of styles, interpretations, and directorial choices, broadening one's</p>

<p>place, and mood of the plot. Students learn to create situations where the audience knows more than the characters, heightening tension and engagement. Students learn that using songs or instrumental pieces to underscore emotional moments or transitions within the narrative, allows for tension to build.</p> <p>Students develop an understanding of how to engage an audience, considering their reactions and perspectives. Students learn to critique their own work and that of others, fostering a deeper understanding of the creative process.</p>	<p>challenges during production they will learn to think critically and find creative solutions. Students will learn to engage the audience through direct address to create intimacy or emphasise key points in the narrative. Students will learn that inviting audience participation between performer and viewer, makes the experience more relatable. Students will use developed knowledge and understanding of skills, techniques and dramatic elements to rehearse and refine skills in effective interpretation of character, stage directions, theme and genre. Students learn to give and receive constructive criticism enhancing self-awareness and allowing for targets to be set for development..</p>		<p>moments of pause. Students will learn to accept and apply feedback from teacher and peers in order to refine their performances. Students will learn to develop techniques for memorising lines, enhancing cognitive skills and focus. Regular rehearsing helps build confidence and comfort on stage, essential for engaging with an audience. Students will collaborate with technical teams making choices about lighting, sound, and set design. Students will encounter challenges during rehearsal which encourages adaptability and creative thinking.</p>	<p>place, and mood of the plot. Students learn to create situations where the audience knows more than the characters, heightening tension and engagement. Students learn that using songs or instrumental pieces to underscore emotional moments or transitions within the narrative, allows for tension to build.</p> <p>Students develop an understanding of how to engage an audience, considering their reactions and perspectives. Students learn to critique their own work and that of others, fostering a deeper understanding of the creative process.</p>	<p>perspective on theatrical conventions.</p>
<p>Skills &amp; Procedural Knowledge</p>	<p>Skills &amp; Procedural Knowledge</p>	<p>Skills &amp; Procedural Knowledge</p>	<p>Skills &amp; Procedural Knowledge</p>	<p>Skills &amp; Procedural Knowledge</p>	<p>Skills &amp; Procedural Knowledge</p>
<p>To know, understand and be able to turn these performance ideas into meaningful pieces of drama in response to the stimuli:</p> <ul style="list-style-type: none"> <li>To discuss and share ideas that have been generated from the different stimuli</li> <li>To select appropriate techniques to explore the stimulus in the devising process</li> <li>To apply format and structure for effect in the performance</li> <li>To ensure rehearsal time is used effectively</li> <li>Selection and application of appropriate performance skills</li> <li>Selection and application of appropriate techniques</li> <li>Consider how to achieve the desired impact on the audience (breaking the 4th wall for example)</li> </ul>	<p>To know and understand and be able to apply the following elements of Theatre In Education (TIE):</p> <ul style="list-style-type: none"> <li>Establish the focused theme of this SOW and the learning objectives</li> <li>Use stimulus to link to theme and generate ideas</li> <li>Exploration through a range of well known drama techniques - Still Image, Split Scene / Cross Cutting, Mime, Dialogue / Monologue, Angel &amp; Devil, Masked Character, Thought Tracking, Narration</li> <li>Continual evaluation of performance work to develop feedback skills</li> <li>Consider student opinion and experience on the theme of social media (pro's and Con's)</li> <li>Educating students on cons of social media</li> </ul>	<p>To know and understand how these elements of script can be used to generate effective performance:</p> <ul style="list-style-type: none"> <li>To discuss themes in the script - Anti-social behaviour, bereavement, relationships, family dynamics and consider how this will inform how to play characters.</li> <li>Explore the use of new techniques - Tableaux, stylised movement, repeated motif - introducing the idea of abstract style.</li> <li>Considering how to work as an ensemble, following instructions re stylised movement and tableaux to create a whole class performance</li> <li>Consider how to use music and sound within the whole class performance to create and enhance mood /</li> </ul>	<p>To know and understand how these elements of script can be used to generate a polished and refined performance:</p> <ul style="list-style-type: none"> <li>Considering and exploring Character, Context &amp; Plot through</li> <li>Social, historical and cultural context knowledge to be implemented in their performances.</li> <li>Be able to use knowledge and understanding of SHCC to effectively interpret character and plot.</li> <li>To be able to take a key scene and develop it from page to stage into an effective performance for assessment.</li> <li>Considering how to follow/interpret and use stage directions when developing a scene from page to stage.</li> </ul>	<p>To know, understand and be able to turn these performance ideas into meaningful pieces of drama in response to the stimuli:</p> <ul style="list-style-type: none"> <li>To discuss and share ideas that have been generated from the different stimuli</li> <li>To select appropriate techniques to explore the stimulus in the devising process</li> <li>To apply format and structure for effect in the performance</li> <li>To ensure rehearsal time is used effectively</li> <li>Selection and application of appropriate performance skills</li> <li>Selection and application of appropriate techniques</li> <li>Consider how to achieve the desired impact on the audience (breaking the 4th wall for example)</li> </ul>	<p>To be able to identify theatrical PERFORMANCE elements that have been used effectively and communicate their impact.</p> <ul style="list-style-type: none"> <li>Watch and enjoy a live performance</li> <li>Communicate their understanding of the themes, characters and plot</li> <li>Share ideas regarding the impact and effect of the use of theatrical PERFORMANCE elements</li> <li>Identify examples of excellence which can be shared in a review of the production</li> <li>Working collaboratively to review this performance and verbally communicate the impact and effect on the audience.</li> </ul>



<ul style="list-style-type: none"> <li>• Consider how to include theatrical elements for effect</li> <li>• Develop critical comments for peer and self evaluation</li> <li>• Reflect on and analyse performance work of yourself and others</li> <li>• Develop the use of drama vocabulary in giving feedback</li> <li>• Take on board feedback from yourself and others and use it to develop and refine performance work</li> <li>• Set targets for improvement due to regular review and reflection</li> <li>• Complete the dress rehearsal process with review and reflection in response to feedback</li> <li>• Respond to grading criteria / success criteria</li> <li>• Watch back and self review/evaluate</li> </ul>	<p>through drama exploration tasks and analysing potential outcomes</p> <ul style="list-style-type: none"> <li>• Introduction to genre of TIE</li> <li>• Explanation and definition of TIE</li> <li>• Explanation and consideration of target audience</li> <li>• Consideration of themes relevant to age groups</li> <li>• Developing drama - consideration of plot and relatable characters</li> <li>• Communication of the message of the piece</li> <li>• Consideration of who is affected by the scenario</li> <li>• Consideration of Multi Rolling to include a wider range of characters and skills</li> <li>• Understanding the 4th wall</li> <li>• Understanding breaking the 4th wall and its effect on a performance/audience</li> <li>• Using examples of performance for inspiration</li> <li>• Teacher to model impact of a character breaking the 4th wall</li> <li>• Considering mood and atmosphere in a performance - impact</li> <li>• Teacher to model narration task - students to give feedback</li> <li>• Consider the use of facts and statistics in developing performance work</li> <li>• Consider why the use of facts and statistics is important</li> <li>• Consideration of when to present these facts in the performance</li> <li>• Considering how to ensure a positive outcome in performances</li> <li>• Completing research</li> </ul>	<p>atmosphere</p> <ul style="list-style-type: none"> <li>• To use proxemics in performances through consideration of characters and scene extracts.</li> <li>• Consider how use of voice impacts of character development and presentation</li> <li>• Exploration of character through consideration of scene extracts and context.</li> <li>• Consideration of how to follow stage directions to develop work on scene extracts.</li> <li>• Considering subtext to develop work of scene extracts.</li> <li>• Recall and retention - building performance work up over time</li> <li>• Considering style - naturalistic (abstract) and non-naturalistic and how to communicate this to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Considering choices to be made regarding setting, set, props, sound, music, costume etc when developing a scene from page to stage.</li> <li>• Selecting choices for performance through effective application of performance skills to interpret character..</li> <li>• Awareness of success criteria for Assessment and use it to inform an effective rehearsal and refinement process.</li> <li>• Take part in a Dress Rehearsal with all actors off script</li> <li>• Take part in a well rehearsed and well prepared assessment performance.</li> <li>• Watch back the performance performance recording and give feedback to others and accept peer feedback - use this to set targets for improvement in the next SOW.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how to include theatrical elements for effect</li> <li>• Develop critical comments for peer and self evaluation</li> <li>• Reflect on and analyse performance work of yourself and others</li> <li>• Develop the use of drama vocabulary in giving feedback</li> <li>• Take on board feedback from yourself and others and use it to develop and refine performance work</li> <li>• Set targets for improvement due to regular review and reflection</li> <li>• Complete the dress rehearsal process with review and reflection in response to feedback</li> <li>• Respond to grading criteria / success criteria</li> <li>• Watch back and self review/evaluate</li> </ul>	
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	<p>around the topic and selecting facts and statistics for inclusion in the performance</p> <ul style="list-style-type: none"> <li>• Consideration of where to include these facts and statistics</li> <li>• Consideration of success criteria for performance work</li> <li>• Use of rehearsal process in order to be fly prepared for performance assessment</li> <li>• Consideration of assessment criteria and how to use this to develop and inform performance work.</li> </ul>				
Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary
Stimulus Dramatic Conventions Resolution Performance Style	Target Audience Relatable Characters Research Statistics	Stylised Movement Motif Proxemics Social, Historical & Cultural Context	Style (Naturalism / Abstract) Playwright Intention Inspiration Character Portrayal	Technical Elements Dress Rehearsal Structure Linear Non Linear	Special Effects Diegetic / Non Diegetic Sound Projections Scenery
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<p>Formative Assessment where teacher can track student knowledge, understanding and application of techniques in response to stimulus and devising work:</p> <ul style="list-style-type: none"> <li>• Select and include appropriate techniques to enhance the performance</li> <li>• Communicate appropriate elements of theme/ stimulus in the performance</li> <li>• Devise and commit to memory a series of short scenes</li> <li>• Watch attentively and give constructive feedback to others.</li> <li>• Developing the use of subject vocabulary in regular peer and self feedback</li> </ul>	<p>End of scheme performance where students have to:</p> <ul style="list-style-type: none"> <li>• Work effectively to interpret theme and educate the audience in an assessment task</li> <li>• Select and apply appropriate vocal and physical skills to interpret character effectively</li> <li>• Select and include appropriate techniques to enhance the performance and effectively educate a specific target audience</li> <li>• Effectively communicate theme, character, mood and atmosphere in performance work using a range of techniques, elements and devices</li> <li>• Commit performance work to memory in order</li> </ul>	<p>Formative Assessment where teacher can track student knowledge, understanding and application of techniques in response to script exploration and performance preparation.:</p> <ul style="list-style-type: none"> <li>• Select and include appropriate skills and techniques to enhance the performance</li> <li>• Communicate appropriate elements of theme/ character / context and plot in performance work</li> <li>• Devise and commit to memory a series of short scenes</li> <li>• Watch attentively and give constructive feedback to others.</li> <li>• Developing the use of subject vocabulary in regular peer and self</li> </ul>	<p>End of scheme performance where students have to:</p> <ul style="list-style-type: none"> <li>• Work effectively to interpret script, character, context, playwright intention and the instructions of the assessment task</li> <li>• Select and apply appropriate vocal and physical skills to interpret character effectively</li> <li>• Select and include appropriate techniques to enhance the performance</li> <li>• Effectively communicate theme, character, mood and atmosphere in performance work using a range of techniques, elements and devices</li> <li>• Commit performance work to memory in order</li> </ul>	<p>End of scheme performance where students have to:</p> <ul style="list-style-type: none"> <li>• Work effectively to interpret stimulus and the instructions of the assessment task</li> <li>• Select and apply appropriate vocal and physical skills to interpret character effectively</li> <li>• Select and include appropriate techniques to enhance the performance</li> <li>• Effectively communicate theme, character, mood and atmosphere in performance work using a range of techniques, elements and devices</li> <li>• Commit performance work to memory in order to perform a well rehearsed and refined</li> </ul>	<p>End of scheme group presentation where students have to:</p> <ul style="list-style-type: none"> <li>• Work collaboratively to interpret the instructions of the assessment task</li> <li>• Identify the use of appropriate vocal and physical skills to interpret character and communicate the impact from an audience perspective</li> <li>• Effectively communicate how the themes and characters were effectively created using these skills.</li> <li>• Present a group presentation of a review of the live theatre performance..</li> </ul>

	<p>to perform a well rehearsed and refined devised performance</p> <ul style="list-style-type: none"><li>•</li></ul>	<p>feedback</p>	<p>to perform a well rehearsed and refined script extract performance</p> <ul style="list-style-type: none"><li>• Watch attentively and give constructive feedback to others using appropriate subject vocabulary.</li></ul>	<p>devised performance</p> <ul style="list-style-type: none"><li>• Watch attentively and give constructive feedback to others using appropriate subject vocabulary.</li><li>•</li></ul>	
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*At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.*

	<b>Creating</b>	<b>Performing</b>	<b>Responding</b>
<b>Mastering</b>	<p>Positive in group, contributes ideas well and shows developing leadership.</p> <p>Creations are well developed and have a clear structure.</p> <p>Recognises and uses a variety of techniques with confidence and creativity</p>	<p>Performs a variety of characters with attention to detail and confidence, selecting and using appropriate skills.</p> <p>Sustains role consistently and with few distractions.</p> <p>Choices show some originality and evidence of refinement in rehearsal.</p>	<p>Gives constructive feedback supported by examples.</p> <p>Uses a range of subject vocabulary when evaluating plot, character and effect.</p> <p>Can reflect on themes and issues in the work and the impact on the audience.</p>
<b>Advancing</b>	<p>Make good suggestions and contributions.</p> <p>Creations use a good structure.</p> <p>Selects and uses techniques with some confidence.</p>	<p>Skills used show that character has good detail.</p> <p>Role is sustained for most of the performance.</p> <p>Clear choices are made for effect.</p>	<p>Identifies strengths and weaknesses in one's own and others' work.</p> <p>A good subject vocabulary is used accurately.</p> <p>Able to set targets for own development.</p>
<b>Securing</b>	<p>Basic ability to work with other group members.</p> <p>Creations follow instructions well.</p> <p>Uses basic drama techniques with some success.</p>	<p>Vocal and physical skills are used to show some character detail..</p> <p>Role is sustained for large parts off the performance.</p> <p>Makes appropriate choices when depicting character.</p>	<p>Can identify how to improve a piece when giving feedback</p> <p>Reasonably good vocabulary is used.</p> <p>Able to set targets for others' development.</p>
<b>Developing</b>	<p>Allows others to lead the group.</p> <p>Creations are basic.</p> <p>Uses basic drama techniques with some success..</p>	<p>Character is shown using basic skills.</p> <p>Role is sustained for some of the performance.</p> <p>Selects some movement and voice to depict character and situation.</p>	<p>Offers some improvement comments.</p> <p>Basic vocabulary is used.</p> <p>Mostly appropriate audience behaviour.</p> <p>Remains focused in the audience at all times</p>
<b>Emerging</b>	<p>Limited ability to work with other group members.</p> <p>Creations can be very limited.</p> <p>Limited use of drama techniques when instructed.</p>	<p>Uses limited vocal and physical skills.</p> <p>Struggles to sustain a role.</p> <p>Creates characters the same as themselves..</p>	<p>Makes simple comments about what was good in a performance..</p> <p>Uses very limited subject vocabulary.</p> <p>Inappropriate audience behaviour some of the time..</p>



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
<p><b>GCSE Set Text - DNA</b></p> <p><b>Big Question - How can we use relevant issues in society to develop performance work?</b></p>	<p><b>Exploration and Application of Techniques - Social Media</b></p> <p><b>Big Question - What is the purpose of creating performance work which raises awareness of social issues?</b></p>	<p><b>Mask Theatre - Vamos</b></p> <p><b>How do masks shape the performer's relationship with character and audience?</b></p>	<p><b>Physical Theatre - Frantic Assembly</b></p> <p><b>How can movement and physicality convey meaning and emotion as effectively as text?</b></p>	<p><b>Devising from a Stimulus - Props</b></p> <p><b>How can we create work that resonates with audiences? How do we ensure that all participants' ideas are valued while maintaining a unified vision?</b></p>	<p><b>Live Theatre Review - Cookies</b></p> <p><b>Big Question - Identify how production and performance elements are used effectively in performance?</b></p>
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>To know and understand the following elements of theme and techniques :</p> <p>Students will explore the themes of power, morality, and the consequences of group behaviour. Learning and understanding the plot - the play follows a group of teenagers who cover up a crime, leading to a series of increasingly chaotic and moral dilemmas.</p> <p>Students will understand how to incorporate specific themes or motifs within characterisation to reinforce the central message or emotional journey.</p> <p>Students will examine how dialogue is crafted—through subtext, dialect, or rhythmic patterns.</p> <p>Students will understand that the play examines how individuals can manipulate others for their gain, revealing darker aspects of human nature.</p> <p>The play illustrates how peer pressure and groupthink can drive</p>	<p>To know, understand and be able to use these selected techniques in a meaningful piece of drama in response to the stimuli/theme:</p> <p>By exploring these themes and stimuli in drama, students gain a deeper understanding of social media's impact on society, relationships, and individual identity, fostering critical thinking and emotional awareness.</p> <p>Students will analyse how characters curate their online personas, exploring the difference between their real selves and their social media representations.</p> <p>Students will understand and interpret how social media can influence Self-Esteem: Discussions can focus on how social media affects self-worth and body image, leading to discussions about validation and comparison.</p> <p>Students will explore how social media communication patterns can highlight issues of</p>	<p>To know, understand and be able to apply the specific techniques of mask theatre to communicate character and theme effectively to the audience:</p> <p>Students will learn that the use of a mask can enhance the performer's ability to embody a character.</p> <p>Students will learn that through mask work they can amplify physicality and non-verbal communication, encouraging performers to convey emotions and narratives through movement alone.</p> <p>Students will learn that through the use of masks they can inhabit different characters, leading to a deeper understanding of identity, role, and the human experience, allowing them to explore themes of power, anonymity, and vulnerability.</p> <p>The anonymity of masks allows performers to explore bold choices without the constraints of their own</p>	<p>To know, understand and be able to apply the specific techniques of Frantic Assembly's physical theatre to communicate character, text and theme effectively to the audience:</p> <p>Students will learn how to translate emotions into physical movement without relying on words, encouraging performers to explore movement as a primary means of communication, allowing emotions and narratives to be expressed through the body.</p> <p>Students will learn contact and lift work: Frantic Assembly is renowned for its contact and lift techniques, teaching performers how to safely and effectively engage with each other physically.</p> <p>Students will learn how physical actions can create a coherent narrative or storyline.</p> <p>Students will learn text and physicality integration: Frantic Assembly effectively integrates text</p>	<p>To know, understand and be able to apply the following elements to the devising process:</p> <p>Students' engagement with various themes and perspectives can enhance awareness of social issues. Effective communication - Students will develop and enhance teamwork skills, as all participants contribute ideas, dialogue, and movement.</p> <p>Students continue to learn to think outside the box, experimenting with various forms, styles, and narratives.</p> <p>Storytelling Techniques: Students develop an understanding of how to construct a narrative and develop relatable characters. Flexibility and adaptability are developed through improvisational exercises, allowing for spontaneous creativity.</p> <p>Students gain insight into directing, as they often take on leadership roles within the group to shape the final product.</p>	<p>Engaging in a review encourages critical thinking about This hones analytical skills and the ability to articulate thoughtful critiques.</p> <p>Narrative Structure: Reviewing a play involves considering its narrative arc, pacing, and character development, which enhances comprehension of storytelling mechanics in theatre.</p> <p>Thematic Exploration: Identifying and reflecting on the themes presented in the play fosters deeper engagement with the material and its relevance to contemporary issues.</p> <p>Cultural and Social Context: Live theatre often reflects societal issues, cultural narratives, and historical contexts, enriching reviewers' understanding of the interplay between art and society.</p> <p>Comparative Skills: Reviewing different productions allows for comparison of styles, interpretations, and directorial choices, broadening one's perspective on theatrical conventions.</p>

<p>individuals to make questionable decisions and students will explore how to communicate this effectively to the audience.</p> <p>Practising scenes through improvisation can uncover new layers in character relationships and prompt discussions about moral choices.</p> <p>Text exploration will see students delve into each character's motivations, relationships, and development reveals the complexity of their moral choices and how they influence the group dynamic. Exploring how characters assert or lose power throughout the play helps illustrate the theme of authority and the consequences of manipulation.</p> <p>Students will analyse how the play's physical staging, use of space, and movement impact the storytelling can highlight the tension and emotional weight of key scenes.</p> <p>Students will examine how the language used by characters, including slang and shifts in tone, can enhance understanding of their backgrounds and emotional states.</p>	<p>miscommunication and the nuances of online versus face-to-face interactions.</p> <p>Students engagement with stimuli related to trending topics or challenges can illustrate the pressure to conform, leading to discussions about authenticity and individuality.</p> <p>Cyberbullying: Students will explore narratives around online bullying which will raise awareness about its prevalence and impact on mental health.</p> <p>Digital Footprint: Students will analyse the permanence of online actions which can prompt discussions about accountability and the long-term effects of impulsive posts.</p> <p>Privacy Issues: Students will explore themes of privacy, consent, and the risks associated with sharing personal information online.</p> <p>Students will explore the use of multimedia elements in performances which can illustrate how social media shapes narratives, allowing for innovative storytelling techniques.</p> <p>Nonlinear Narratives: Students can experiment with storytelling that mimics the fragmented nature of social media interactions, enhancing engagement and relatability.</p> <p>Students will develop an understanding of different viewpoints: Role-playing various characters affected by social media can enhance empathy and help students understand diverse perspectives and experiences.</p> <p>Emotional Responses: Discussing characters' emotional reactions to online events can facilitate student's deeper conversations about mental</p>	<p>identities, often leading to innovative storytelling.</p> <p>Working with masks often emphasises ensemble work, teaching performers the importance of collective creativity and communication.</p>	<p>with physical movement, finding ways to elevate spoken dialogue through physical actions, enriching the storytelling experience.</p> <p>Students will learn how to engage the audience through physicality in a way that resonates and invites interpretation. Students will learn emotional connection: Frantic Assembly techniques emphasise creating emotional connections between performers and the audience, often using physicality to evoke empathy and deeper understanding of the characters' experiences.</p> <p>Students will learn to develop effective collaboration, exploring how a group of performers can effectively collaborate to create a unified physical language through their practical exploration of this company's techniques.</p>	<p>Students learn to create an environment that reflects the time, place, and mood of the plot, enhancing the atmosphere and realism of the performance through ambient sounds or effects. Students will learn that using songs or instrumental pieces to underscore emotional moments or transitions within the narrative, allows for tension to build.</p> <p>Students learn to create situations where the audience knows more than the characters, heightening tension and engagement.</p> <p>Students develop an understanding of how to engage an audience, considering their reactions and perspectives. Students learn to critique their own work and that of others, fostering a deeper understanding of the creative process.</p>	
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	<p>health and emotional well-being.</p> <p>Group Dynamics: Working in teams to create performances or presentations about social media effects encourages collaboration, negotiation, and creative problem-solving</p>				
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<p>To know and understand how these elements of script can be used to generate effective performance work and be able to apply these elements of script to generate a polished and refined performance:</p> <ul style="list-style-type: none"> <li>• Introduction to the themes, characters and plot.</li> <li>• Links to GCSE exploration of set text.</li> <li>• Application of performance/theatrical skills - through a range of performance tasks.</li> <li>• Techniques to establish setting and character - through task based instructions.</li> <li>• Marking the moment - use of techniques - through task based instructions.</li> <li>• Review and reflection - consideration and self and peer feedback in response to performance work.</li> <li>• Evaluative comments - consideration and self and peer feedback in response to performance work.</li> <li>• Symbolic use of props, costume, set/furniture to communicate status of characters.</li> <li>• Creating tension - through task based instructions.</li> <li>• Consideration of</li> </ul>	<p>To know, understand and be able to use these techniques in developing meaningful pieces of drama which effectively communicates the chosen theme:</p> <ul style="list-style-type: none"> <li>• Students to watch extracts of 'Cookies' for inspiration and to gain knowledge of how to effectively use techniques.</li> <li>• And explore the use of stimulus to inspire ideas</li> <li>• Consider how to communicate theme in performance work</li> <li>• Consider how to communicate mood and atmosphere in performance work</li> <li>• Select and implement non-naturalistic techniques for effect in performance work</li> <li>• Develop use of performance skills (vocal and physical) for effect in performance work</li> <li>• Consider how to develop characters, context, structure and plot through interpreting stimuli in performance work.</li> <li>• Consideration of audience response and how to achieve it.</li> <li>• Consideration of how to enhance the performance through the implementation of set,</li> </ul>	<p>To know, understand and be able to apply the use of Vamos mask techniques to develop meaningful performance work which focuses on physical expression.</p> <ul style="list-style-type: none"> <li>• Introduction to Vamos techniques - using these to emphasise the importance of movement and physical expression.</li> <li>• Characterisation</li> <li>• Clocking</li> <li>• Focus</li> <li>• Counter Mask</li> <li>• Internal Monologue</li> <li>• Motif actions.</li> <li>• Performers use their bodies to convey emotions and narrative without relying on spoken text.</li> <li>• Considering the historical context of Commedia dell'Arte and its Influence on Vamos as a theatre company.</li> <li>• Exploratory work will incorporate archetypal characters and exaggerated physicality to create humour and depth.</li> <li>• Use of the Vamos Theatre masks which are often handmade and designed to enhance the character's features. This attention to detail allows for a strong visual impact and character distinction.</li> <li>• Students will use</li> </ul>	<p>To know, understand and be able to apply the use of Frantic Assembly techniques to develop meaningful performance work which focuses on physical expression.</p> <ul style="list-style-type: none"> <li>• Introduction to Frantic Assembly techniques to emphasise the importance of physicality in storytelling.</li> <li>• Improvisation Games: Fun, spontaneous activities that encourage quick thinking and physical response, helping performers feel more comfortable with movement and collaboration.</li> <li>• Contact Improvisation: Students will practise physical connection exercises, learning to move together, support each other, and develop trust.</li> <li>• Chair Duets</li> <li>• Round By Through</li> <li>• Hymns Hands</li> <li>• String of Material</li> <li>• Learning to Fly</li> <li>• Choreographed Sequences: Groups will create short, movement sequences that combine different levels and speeds, focusing on fluid transitions and energy.</li> <li>• Devising Workshops: Students will work collaboratively to devise</li> </ul>	<p>To know, understand and be able to turn performance ideas into meaningful pieces of drama in response to the given stimuli:</p> <ul style="list-style-type: none"> <li>• To explore, research and share ideas that have been generated from the different stimuli</li> <li>• To select appropriate techniques to explore the stimulus in the devising process</li> <li>• To apply format and structure for effect in the performance</li> <li>• To ensure rehearsal time is used effectively</li> <li>• Selection and application of appropriate performance skills</li> <li>• Selection and application of appropriate techniques</li> <li>• Consider how to achieve the desired impact on the audience (breaking the 4th wall for example)</li> <li>• Consider how to include theatrical elements for effect</li> <li>• Develop critical comments for peer and self evaluation</li> <li>• Reflect on and analyse performance work of yourself and others</li> <li>• Develop the use of drama vocabulary in giving feedback</li> <li>• Take on board feedback from yourself and others</li> </ul>	<p>To be able to identify DIRECTORIAL elements that have been used effectively and communicate their impact.</p> <ul style="list-style-type: none"> <li>• Watch and enjoy a live performance</li> <li>• Communicate their understanding of the themes, characters and plot</li> <li>• Share ideas regarding the impact and effect of the use of DIRECTORIAL elements</li> <li>• Identify examples of excellence which can be shared in a review of the production</li> <li>• Working collaboratively to review this performance and verbally communicate the impact and effect on the audience.</li> </ul>

<p>interpretation of script for performance work</p> <ul style="list-style-type: none"> <li>• Script analysis - through task based instructions.</li> <li>• Communication of character - through task based instructions.</li> <li>• Select and use a range of theatrical skills to communicate character and communication of meaning</li> <li>• Exploration of characters and key scenes in preparation or performance work</li> <li>• Considering how to develop performance work from - page to stage through following and use of stage directions</li> <li>• Consideration and selection of setting, set, props, sound, music, costume etc</li> <li>• Application of performance skills in performance work for assessment.</li> <li>• Consideration of use of space in developing performance work</li> <li>• Assessment Preparation - rehearsal and refinement</li> <li>• Learning lines - homework process</li> <li>• Success Criteria for Assessment - use of this in rehearsal process</li> </ul>	<p>sound, lighting, props and costume.</p> <ul style="list-style-type: none"> <li>• Considering the refinement of performance work - peer and self assessment</li> <li>• Reflection of final performance - self and peer assessment - WWW EBI.</li> </ul>	<p>gesture, posture, and movement to communicate effectively, allowing the mask to guide their performance.</p> <ul style="list-style-type: none"> <li>• Exploration of Soundscapes and music are integral to mask performances, often enhancing the emotional atmosphere and supporting the physical action.</li> <li>• Experimenting with a collaborative devising process, encouraging all performers to contribute to the creation of the narrative, fostering a sense of ensemble.</li> </ul>	<p>short scenes or pieces, using physicality as the primary storytelling tool. This encourages creativity and ensemble work.</p> <ul style="list-style-type: none"> <li>• Physical Character Work: Students will explore their characters through movement, using body language and gestures to express emotions and relationships without relying on words.</li> <li>• Text and Movement Integration: Students will work on scenes where they pair dialogue with movement, finding ways to enhance the text through physicality and vice versa.</li> <li>• Feedback Sessions: Students share their work and receive constructive feedback, focusing on how physical choices enhance storytelling.</li> <li>• Performance Sharing: Scheme will conclude with a showcase of the devised pieces, allowing participants to present their work to an audience and reflect on the process.</li> </ul>	<p>and use it to develop and refine performance work</p> <ul style="list-style-type: none"> <li>• Set targets for improvement due to regular review and reflection</li> <li>• Complete the dress rehearsal process with review and reflection in response to feedback</li> <li>• Respond to grading criteria / success criteria</li> <li>• Watch back and self review/evaluate</li> </ul>	
Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary
<p>Theme Status Genre Dark Comedy Dramatic Tension Proxemics Duologue</p>	<p>Impact on the audience Enhancement Engagement Direct Address Choral Speaking Soundscape Non-Naturalistic Techniques Projection Social Factors</p>	<p>Clocking Focus Counter Mask Internal Monologue Vamos Theatre Comedia Del Arte</p>	<p>Physicality Frantic Assembly Round By Through Chair Duets Hymns Hands</p>	<p>Ensemble Interpretation Modernised Transition</p>	<p>Direction Proxemics Use of space Levels Audience/Character Relationships</p>



Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<p>End of scheme performance where students have to:</p> <ul style="list-style-type: none"> <li>• Work effectively to interpret theme</li> <li>• Effectively use techniques in response to the instructions of the assessment task</li> <li>• Select and apply appropriate vocal and physical skills to interpret character effectively</li> <li>• Select and include appropriate techniques to enhance the performance</li> <li>• Effectively communicate theme, character, mood and atmosphere in performance work using a range of techniques, elements and devices</li> <li>• Commit performance work to memory in order to perform a well rehearsed and refined devised performance</li> <li>• Watch attentively and give constructive feedback to others using appropriate subject vocabulary.</li> </ul>	<p>Formative Assessment where teacher can track student knowledge and understanding of techniques in response to devising tasks:</p> <ul style="list-style-type: none"> <li>• Select and include appropriate techniques to enhance the performance work</li> <li>• Communicate appropriate elements of theme in performance tasks</li> <li>• Devise and commit to memory a series of short scenes</li> <li>• Watch attentively and give constructive feedback to others.</li> <li>• Developing the use of subject vocabulary in regular peer and self feedback</li> </ul>	<p>End of scheme performance where students have to:</p> <ul style="list-style-type: none"> <li>• Work effectively to interpret, character, context, theme, stimulus and the instructions of the assessment task</li> <li>• Select and apply appropriate physical skills to interpret character effectively.</li> <li>• Select and include appropriate mask techniques to enhance the performance</li> <li>• Effectively communicate theme, character, mood and atmosphere in performance work using the mask techniques, elements and devices.</li> <li>• Commit performance work to memory in order to perform a well rehearsed and refined performance</li> <li>• Watch attentively and give constructive feedback to others using appropriate subject vocabulary.</li> </ul>	<p>Formative Assessment where teacher can track student knowledge, understanding and application of techniques in response to script exploration and performance preparation.:</p> <ul style="list-style-type: none"> <li>• Select and include appropriate skills and techniques to enhance the performance</li> <li>• Communicate appropriate elements of theme/ character / context / plot / techniques and genre in performance work</li> <li>• Devise and commit to memory a series of short scenes</li> <li>• Watch attentively and give constructive feedback to others.</li> <li>• Developing the use of subject vocabulary in regular peer and self feedback</li> </ul>	<p>End of scheme performance where students have to:</p> <ul style="list-style-type: none"> <li>• Work effectively to interpret theme and educate the audience in an assessment task</li> <li>• Select and apply appropriate vocal and physical skills to interpret character effectively</li> <li>• Select and include appropriate techniques to enhance the performance and effectively educate a specific target audience</li> <li>• Effectively communicate theme, character, mood and atmosphere in performance work using a range of techniques, elements and devices</li> <li>• Commit performance work to memory in order to perform a well rehearsed and refined devised performance</li> <li>• Watch attentively and give constructive feedback to others using appropriate subject vocabulary.</li> </ul>	<p>End of scheme group presentation where students have to:</p> <ul style="list-style-type: none"> <li>• Work collaboratively to interpret the instructions of the assessment task</li> <li>• Identify the use of appropriate vocal and physical skills to interpret character and communicate the impact from an audience perspective</li> <li>• Effectively communicate how the theme, character, mood and atmosphere was created in the performance by identifying a range of techniques, elements and devices which would have been chosen by the director for effect in the performance.</li> <li>• Present a group presentation of a review of the live theatre performance..</li> </ul>



*At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.*

	<b>Creating</b>	<b>Performing</b>	<b>Responding</b>
<b>Mastering</b>	<p>Positive in group, contributes ideas well and shows developing leadership.</p> <p>Creations are well developed and have a clear structure.</p> <p>Recognises and uses a variety of techniques with confidence and creativity</p>	<p>Performs a variety of characters with attention to detail and confidence, selecting and using appropriate skills.</p> <p>Sustains role consistently and with few distractions.</p> <p>Choices show some originality and evidence of refinement in rehearsal.</p>	<p>Gives constructive feedback supported by examples.</p> <p>Uses a range of subject vocabulary when evaluating plot, character and effect.</p> <p>Can reflect on themes and issues in the work and the impact on the audience.</p>
<b>Advancing</b>	<p>Make good suggestions and contributions.</p> <p>Creations use a good structure.</p> <p>Selects and uses techniques with some confidence.</p>	<p>Skills used show that character has good detail.</p> <p>Role is sustained for most of the performance.</p> <p>Clear choices are made for effect.</p>	<p>Identifies strengths and weaknesses in one's own and others' work.</p> <p>A good subject vocabulary is used accurately.</p> <p>Able to set targets for own development.</p>
<b>Securing</b>	<p>Basic ability to work with other group members.</p> <p>Creations follow instructions well.</p> <p>Uses basic drama techniques with some success.</p>	<p>Vocal and physical skills are used to show some character detail..</p> <p>Role is sustained for large parts off the performance.</p> <p>Makes appropriate choices when depicting character.</p>	<p>Can identify how to improve a piece when giving feedback</p> <p>Reasonably good vocabulary is used.</p> <p>Able to set targets for others' development.</p>
<b>Developing</b>	<p>Allows others to lead the group.</p> <p>Creations are basic.</p> <p>Uses basic drama techniques with some success..</p>	<p>Character is shown using basic skills.</p> <p>Role is sustained for some of the performance.</p> <p>Selects some movement and voice to depict character and situation.</p>	<p>Offers some improvement comments.</p> <p>Basic vocabulary is used.</p> <p>Mostly appropriate audience behaviour.</p> <p>Remains focused in the audience at all times</p>
<b>Emerging</b>	<p>Limited ability to work with other group members.</p> <p>Creations can be very limited.</p> <p>Limited use of drama techniques when instructed.</p>	<p>Uses limited vocal and physical skills.</p> <p>Struggles to sustain a role.</p> <p>Creates characters the same as themselves..</p>	<p>Makes simple comments about what was good in a performance..</p> <p>Uses very limited subject vocabulary.</p> <p>Inappropriate audience behaviour some of the time..</p>