



## **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.



# St Peter's Collegiate Academy

## Yr 7 Drama & Dance Curriculum

*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.*

<p><b>Rotation 1 Drama</b> 10 Weeks Sep 1st - Nov 14th 7X4, 7Y3, 7Y4, 7X3 And <b>Rotation 2 Drama</b> 10 Weeks Nov 17th - Feb 6th 7X2, 7Y1, 7Y2, 7X1</p>	<p><b>Rotation 1 Dance</b> 10 Weeks Sep 1st - Nov 14th 7X2, 7Y1, 7Y2, 7X1 And <b>Rotation 2 Dance</b> 10 Weeks Nov 17th - Feb 6th 7X4, 7Y3, 7Y4, 7X3</p>		<p><b>Rotation 3 Drama</b> 10 Weeks Feb 9th - May 8th 7X4, 7Y3, 7Y4, 7X3 And <b>Rotation 4 Drama</b> 9 Weeks May 11th - July 17th 7X2, 7Y1, 7Y2, 7X1</p>	<p><b>Rotation 3 Dance</b> 10 Weeks Feb 9th - May 8th 7X2, 7Y1, 7Y2, 7X1 And <b>Rotation 4 Dance</b> 9 Weeks May 11th - July 17th 7X4, 7Y3, 7Y4, 7X3</p>	
Unit of Work/Big Question	Unit of Work/Big Question		Unit of Work/Big Question	Unit of Work/Big Question	
<p><b>Introduction to Drama - Learning Performance Skills and Techniques</b></p> <p><b>Big Question - What makes a good performance?</b></p>	<p><b>Introduction to Dance - Performance, Choreography and Appreciation.</b></p> <p><b>Big Question - What is Dance?</b></p>		<p><b>WW2 Harry's Story - Developing Skills and Techniques</b></p> <p><b>Big Question - How do we use techniques for effect in a performance?</b></p>	<p><b>Discovering Dance Styles</b></p> <p><b>Big Question - What are the features of different dance genres</b></p>	
Knowledge	Knowledge		Knowledge	Knowledge	
<p>To know, understand and develop mastery of the fundamental skills and techniques used in drama.</p> <p>Physical Performance Skills: 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>Performance</p> <p>To understand the basic concepts of dance.</p> <p>To understand the 5 dance actions.</p> <p>To demonstrate use of space.</p> <p>To understand and demonstrate a variety of relationships.</p> <p>To understand a range of dynamic content.</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</p>	<p>Performance</p> <p>To understand and demonstrate stylistic features of different dance styles in performance</p> <p>To apply the 5 Dance actions in the context of a specific dance style</p>	

<p>Vocal Performance Skills 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>Techniques: Physical Theatre: incorporating 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>To understand and demonstrate the use of expressive skills.</p> <p>Choreography To be able to create a motif using the 5 dance actions To develop the use of choreographic devices.</p> <p>Appreciation To recognise and evaluate performance and choreographic skills through self assessment.</p>		<p>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 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>To perform short phrases with style-appropriate dynamics and musicality</p> <p>To use spatial patterns and pathways specific to different dance styles</p> <p>To perform confidently in a group, demonstrating awareness of formations and relationships</p> <p>To develop the use of expressive skills appropriate to the chosen dance style</p> <p><b>Choreography</b></p> <p>To explore movement vocabulary from a chosen dance style when creating choreography To create a short motif using stylistic features and genre-specific dynamics To use choreographic devices to structure a group piece in the style of a chosen dance genre To adapt and refine choreography using peer and self feedback</p> <p><b>Appreciation</b></p> <p>To identify key characteristics of a variety of dance styles through observation and discussion To compare the use of space, dynamics, and actions across different styles To evaluate the effectiveness of stylistic performance and choreographic intention in self and peer work To reflect on how cultural and historical context influences dance performance</p>	
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Skills & Procedural Knowledge	Skills & Procedural Knowledge		Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<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> <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>Develop this knowledge into performance work through:</p> <ul style="list-style-type: none"> <li>• Warm ups</li> <li>• Team Building</li> <li>• Practical activities - implementing use of dance actions, levels and formation, cannon and unison, dynamics, expressive skills, focus, projection, facial expression.</li> <li>• Partner work</li> <li>• Mini whiteboard activities.</li> <li>• Video, teacher modelling and demonstration.</li> <li>• Learn and replicate teacher led choreography</li> <li>• Build own choreography</li> <li>• Refine and polish performance work</li> <li>• Reflection and evaluation of outcomes</li> <li>• Exit tickets to show understanding</li> <li>• Self assessment sheets</li> <li>• Target Setting</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, character and theme.</li> <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>Develop this knowledge into performance work through:</p> <ul style="list-style-type: none"> <li>• Warm ups</li> <li>• Team Building</li> <li>• Practical activities - developing the use of dance actions, levels and formation, cannon and unison, dynamics, expressive skills, focus, projection, facial expression.</li> <li>• Practical activities implementing the stylistic features of the different dance styles including dynamics and musicality, spatial patterns, formations and relationships .</li> <li>• Group work</li> <li>• Mini whiteboard activities.</li> <li>• Video, teacher modelling and demonstration.</li> <li>• Learn and replicate teacher led choreography</li> <li>• Build own choreography</li> <li>• Refine and polish performance work</li> <li>• Reflection and evaluation of outcomes</li> <li>• Comparisons across different styles</li> <li>• Exit tickets to show understanding</li> <li>• Reflection on cultural and historical influences</li> <li>• Self assessment sheets</li> <li>• Target Setting</li> </ul>	
<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>		<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>
<p><b>Vocal and Physical Expression</b>  <b>Storytelling Theatre</b>  <b>Narration</b>  <b>Subtext</b>  <b>Cross Cutting</b>  <b>Skills</b>  <b>Techniques</b></p>	<p><b>Choreography</b>  <b>Performance</b>  <b>Appreciation</b>  <b>Motif</b>  <b>Dance Actions</b>  <b>Warm up</b>  <b>Cardiovascular</b></p>		<p><b>Theme</b>  <b>Stimulus</b>  <b>Status</b>  <b>Interpretation</b>  <b>Structure</b>  <b>Exaggeration</b>  <b>Genre</b></p>	<p><b>Styles</b>  <b>Contemporary</b>  <b>Hip Hop</b>  <b>Jazz</b></p>	

<p><b>Characterisation</b>  <b>Stock Characters</b>  <b>Rehearsal</b>  <b>Evaluate</b></p>	<p><b>Joints</b>  <b>Stretch</b>  <b>Jump</b>  <b>Turn</b>  <b>Travel</b>  <b>Gesture</b>  <b>Stillness</b>  <b>Levels</b>  <b>Direction</b>  <b>Formations</b>  <b>Mental Skills</b>  <b>Relationships</b>  <b>Mirror Image</b>  <b>Canon</b>  <b>Unison</b>  <b>Dynamics</b>  <b>Focus</b>  <b>Projection</b>  <b>Expressive Skills</b></p>		<p><b>Blocking</b>  <b>Staging</b>  <b>Atmosphere</b>  <b>Dramatic Elements</b>  <b>Emotional Response</b>  <b>Tension</b>  <b>Refinement</b>  <b>Collaboration</b></p>		
<p><b>Key Assessment Task (KAT)</b></p>	<p><b>Key Assessment Task (KAT)</b></p>		<p><b>Key Assessment Task (KAT)</b></p>	<p><b>Key Assessment Task (KAT)</b></p>	<p><b>Key Assessment Task (KAT)</b></p>
<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 elements to communicate theme and genre in the performance</li> </ul> <p>Watch attentively and give constructive feedback to others.</p> <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</li> </ul>	<p>Formative Assessment where teacher can track student knowledge, understanding and application of new techniques, dance 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 dance elements</li> <li>• Watch attentively and give constructive feedback to others.</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 dance 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 elements to communicate theme and genre in the performance</li> <li>• Watch attentively and give constructive feedback to others.</li> <li>•</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</li> </ul>	<p>Formative Assessment where teacher can track student knowledge, understanding and application of new techniques, dance 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 dance elements</li> <li>• Watch attentively and give constructive feedback to others.</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 dance skills</li> <li>• Select and include appropriate techniques to enhance the performance</li> </ul>	

<p>to enhance the performance</p> <ul style="list-style-type: none"><li>• Learn a small section of script/lines</li><li>• Watch attentively and give constructive feedback to others.</li></ul>	<ul style="list-style-type: none"><li>• Learn a small section of choreography</li><li>• Watch attentively and give constructive feedback to others.</li></ul>		<p>appropriate techniques to enhance the performance</p> <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>	<ul style="list-style-type: none"><li>• Learn a small section of choreography</li><li>• Watch attentively and give constructive feedback to others.</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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<p>Unit of Work/Big Question</p>	<p>Unit of Work/Big Question</p>	<p>Unit of Work/Big Question</p>	<p>Unit of Work/Big Question</p>	<p>Unit of Work/Big Question</p>	<p>Unit of Work/Big Question</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> <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>Dancing Through The Decades</b></p> <p><b>Big Question - How do dance styles reflect music, culture and social change.</b></p>		<p><b>Devising From a Stimulus - Poem</b></p> <p><b>Big Question - How do we interpret stimulus for devising?</b></p> <p><b>How do we interpret character and plot effectively in a performance?</b></p>	<p><b>Commercial Dance - Exploring energy, style and expression.</b></p> <p><b>Big Question - What is commercial dance?</b></p>	
<p>Knowledge</p>	<p>Knowledge</p>	<p>Knowledge</p>	<p>Knowledge</p>	<p>Knowledge</p>	<p>Knowledge</p>
<p>To know and understand the following elements of script exploration and interpretation:</p> <p>Students learn how to analyse and interpret a character's motivations, background, and relationships to create a believable portrayal.</p>	<p>Performance</p> <p>To understand and demonstrate stylistic movement from a range of historical dance genres (e.g.</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 -</p>	<p>Performance</p> <p>To understand and demonstrate the stylistic qualities of commercial dance genres such as popping, locking, breaking, hip-hop, voguing, and krump</p>	

<p>Students will understand how to break down a script, recognizing themes, subtext, and character arcs to inform performance choices.</p> <p>Students will learn to adapt performances based on different interpretations or directorial visions.</p> <p>Students will learn to use movement to convey relationships, emotions, or power dynamics between characters.</p> <p>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:</p> <p>Students will deepen their understanding of their characters, exploring motivations, relationships, and backstories.</p> <p>Students will learn to analyse dialogue for subtext, tone, and intention, enhancing their ability to convey meaning.</p> <p>Rehearsing helps improve voice projection, diction, and articulation, essential for effective communication on stage.</p> <p>Students will explore the use of body language and staging, learning how movement can express character and emotion.</p> <p>Working with fellow group members fosters teamwork and communication skills, as everyone contributes to the overall vision.</p> <p>Rehearsals will help students learn to grasp the rhythm of the piece, understanding when to build tension and when to allow for moments of pause.</p> <p>Students will learn to accept and apply feedback from teacher and peers in order to refine their performances.</p> <p>Students will learn to develop techniques for memorising lines, enhancing cognitive skills and focus.</p> <p>Regular rehearsing helps build confidence and comfort on stage,</p>	<p>African, Charleston, Jazz, Street Dance)</p> <p>To understand and perform teacher-led motifs that show the evolution of dance across decades</p> <p>To apply key Dance actions within the style of each genre</p> <p>To understand and demonstrate changes in dynamics across different dance styles</p> <p>To perform with genre-appropriate expressive skills</p> <p>To perform confidently in a group using accurate timing and spatial awareness</p> <p>Choreography</p> <p>To be able to choreograph using movement vocabulary inspired by a specific dance genre</p> <p>To experiment with choreographic devices (e.g. canon, repetition, levels, direction) in different historical styles</p> <p>To create short phrases that reflect the cultural and musical influences of each decade</p> <p>To refine and structure choreography using feedback from peers and teacher</p> <p>Appreciation</p> <p>To recognise and describe stylistic features of different dance genres through observation</p>		<p>Students learn to 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 characters.</p> <p>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>Students learn to create an environment that reflects the time, place, and mood of the plot.</p> <p>Students learn to create situations where the audience knows more than the characters, heightening tension and engagement.</p> <p>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.</p> <p>Students learn to critique their own work and that of others, fostering a deeper understanding of the creative process.</p>	<p>To perform commercial dance actions with control, accuracy, and appropriate dynamics</p> <p>To apply expressive skills including facial expression, focus, and projection to communicate choreographic intent</p> <p>To use space effectively in performance, exploring levels, directions, pathways, and formations</p> <p>To perform confidently in a group using relationships such as mirroring, unison, and contrast</p> <p>To lead and participate in structured warm-ups, demonstrating safe practice and awareness of the body</p> <p>To rehearse and refine performance using repetition and self-reflection</p> <p>Choreography</p> <p>To create and develop motifs using commercial dance movement vocabulary and stylistic elements</p> <p>To manipulate movement through choreographic devices including canon, mirror image, formation changes, and manipulation of numbers</p> <p>To structure choreography with a clear beginning, development, and resolution reflecting choreographic intent</p> <p>To collaborate effectively to develop and refine original choreography</p> <p>To explore dynamics, actions, and spatial patterns to enhance choreographic impact</p> <p>Appreciation</p> <p>To identify and describe the key features of commercial dance</p>	
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<p>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>To evaluate the effectiveness of performance and choreography using dance terminology</p> <p>To reflect on how dance has evolved across decades in response to music and culture</p> <p>To give and receive constructive feedback using performance and choreographic criteria</p>			<p>styles and their performance qualities</p> <p>To analyse how dancers use action, space, dynamics, and relationships in choreography and performance</p> <p>To evaluate expressive skills and choreographic intent in self and peer performances</p> <p>To reflect on feedback and use it to improve performance and choreography</p> <p>To analyse video and live performances to recognise strengths and areas for improvement</p> <p>To discuss how choreographic intent is communicated through movement, expression, and structure</p>	
<p><b>Skills &amp; Procedural Knowledge</b></p>	<p><b>Skills &amp; Procedural Knowledge</b></p>	<p><b>Skills &amp; Procedural Knowledge</b></p>	<p><b>Skills &amp; Procedural Knowledge</b></p>	<p><b>Skills &amp; Procedural Knowledge</b></p>	<p><b>Skills &amp; Procedural Knowledge</b></p>
<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>Develop this knowledge into performance work through:</p> <ul style="list-style-type: none"> <li>Warm ups</li> <li>Team Building</li> <li>Practical activities - developing the use of dance actions, levels and formation, cannon and unison, dynamics, expressive skills, focus, projection, facial expression.</li> <li>Practical activities implementing the stylistic features of the different historical dance genres including cannon, repetition, levels, direction, musical and cultural influences.</li> <li>Group work - refine and structure choreography.</li> <li>Mini whiteboard activities.</li> <li>Video, teacher modelling and demonstration.</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> <p>To discuss and share ideas that have been generated from the Poem stimuli - The Identification</p> <p>To select appropriate techniques to explore the stimulus in the devising process</p> <p>To apply format and structure for effect in the performance</p> <p>To ensure rehearsal time is used effectively</p> <p>Selection and application of appropriate performance skills</p> <p>Selection and application of appropriate techniques</p> <p>Consider how to achieve the desired impact on the audience (breaking the 4th wall</p>	<p>Develop this knowledge into performance work through:</p> <ul style="list-style-type: none"> <li>Warm ups for safe practice and awareness of body.</li> <li>Team Building</li> <li>Practical activities - developing the use of dance actions, levels and formation, cannon and unison, dynamics, expressive skills, focus, projection, facial expression for choreographic intent.</li> <li>Practical activities implementing the stylistic features of Commercial dance including popping, locking, breaking, hip hop, voguing and krump.</li> <li>Practical activities to develop control, accuracy and dynamics.</li> <li>Practical activities to explore, mirroring,</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> <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>• Exploring Character, Context &amp; Plot through</li> <li>• Social, historical and cultural context knowledge to be implemented in their</li> <li>• Considering and 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>	<ul style="list-style-type: none"> <li>• Learn and replicate teacher led choreography</li> <li>• Build own choreography</li> <li>• Refine and polish performance work</li> <li>• Reflection and evaluation of outcomes</li> <li>• Comparisons across different styles</li> <li>• Exit tickets to show understanding</li> <li>• Reflection on cultural and historical influences</li> <li>• Self assessment sheets</li> <li>• Target Setting</li> </ul>		<p>for example)</p> <p>Consider how to include theatrical elements for effect</p> <p>Develop critical comments for peer and self evaluation</p> <p>Reflect on and analyse performance work of yourself and others</p> <p>Develop the use of drama vocabulary in giving feedback</p> <p>Take on board feedback from yourself and others and use it to develop and refine performance work</p> <p>Set targets for improvement due to regular review and reflection.</p> <p>Complete the dress rehearsal process with review and reflection in response to feedback</p> <p>Respond to grading criteria / success criteria</p> <p>Watch back and self review/evaluate</p>	<p>unison and contrast.</p> <ul style="list-style-type: none"> <li>• Group work - refine and structure choreography.</li> <li>• Mini whiteboard activities.</li> <li>• Video, teacher modelling and demonstration.</li> <li>• Learn and replicate teacher led choreography</li> <li>• Structuring own choreography</li> <li>• Refine and polish performance work</li> <li>• Reflection and evaluation of outcomes</li> <li>• Comparisons across different styles</li> <li>• Exit tickets to show understanding</li> <li>• Reflection on choreographic intent</li> <li>• Self assessment sheets</li> <li>• Target Setting</li> </ul>	
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<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>					
<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>
<b>Stylised Movement Motif</b> <b>Proxemics</b> <b>Social, Historical &amp; Cultural Context</b> <b>Style (Naturalism / Abstract)</b> <b>Playwright Intention</b> <b>Inspiration</b> <b>Character Portrayal</b> <b>Technical Elements</b> <b>Dress Rehearsal</b> <b>Structure</b> <b>Linear</b> <b>Non Linear</b>	<b>Culture</b> <b>Music</b> <b>Footwork</b> <b>Swing</b> <b>Groove</b> <b>Social Dance</b> <b>Freestyle</b> <b>Call and Response</b> <b>Rhythm</b> <b>Characterisation</b> <b>Technical Skills</b> <b>Mental Skills</b> <b>Choreographic Devices</b> <b>Evolution</b>		<b>Stimulus</b> <b>Dramatic Conventions</b> <b>Resolution</b> <b>Performance Style</b> <b>Target Audience</b> <b>Relatable Characters</b> <b>Research</b> <b>Statistics</b>	<b>Commercial Dance</b> <b>Manipulation</b> <b>Addition</b> <b>Subtraction</b> <b>Action and reaction</b> <b>Choreographic Devices</b> <b>Pathways</b> <b>Levels</b> <b>Popping</b> <b>Locking</b> <b>Isolation</b> <b>Breaking</b>	
<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>
Formative Assessment where teacher can track student	Formative Assessment where teacher can track student		Formative Assessment where teacher can track student	Formative Assessment where teacher can track student	

<p>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 feedback</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 to perform a well rehearsed and refined script extract performance</li> <li>• Watch attentively and give constructive</li> </ul>	<p>knowledge, understanding and application of new techniques, dance 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 dance elements</li> <li>• Watch attentively and give constructive feedback to others.</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 dance skills</li> <li>• Select and include appropriate techniques to enhance the performance</li> <li>• Learn a small section of choreography</li> <li>• Watch attentively and give constructive feedback to others.</li> </ul>		<p>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 to perform a well rehearsed and refined devised performance</li> </ul>	<p>knowledge, understanding and application of new techniques, dance 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 dance elements</li> <li>• Watch attentively and give constructive feedback to others.</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 dance skills</li> <li>• Select and include appropriate techniques to enhance the performance</li> <li>• Learn a small section of choreography</li> <li>• Watch attentively and give constructive feedback to others.</li> </ul>	
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feedback to others using appropriate subject vocabulary.					
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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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<p><b>Rotation 1 Drama</b> 10 Weeks Sep 1st - Nov 14th 9Y3, 9X4, 9X3, 9Y4 And <b>Rotation 2 Drama</b> 10 Weeks Nov 17th - Feb 6th 9Y1, 9X2, 9X1, 9Y2</p>	<p><b>Rotation 1 Dance</b> 10 Weeks Sep 1st - Nov 14th 9Y1, 9X2, 9X1, 9Y2 And <b>Rotation 2 Dance</b> 10 Weeks Nov 17th - Feb 6th 9Y3, 9X4, 9X3, 9Y4</p>		<p><b>Rotation 3 Drama</b> 10 Weeks Feb 9th - May 8th 9Y3, 9X4, 9X3, 9Y4 And <b>Rotation 4 Drama</b> 9 Weeks May 11th - July 17th 9Y1, 9X2, 9X1, 9Y2</p>	<p><b>Rotation 3 Dance</b> 10 Weeks Feb 9th - May 8th 9Y1, 9X2, 9X1, 9Y2 And <b>Rotation 4 Dance</b> 9 Weeks May 11th - July 17th 9Y3, 9X4, 9X3, 9Y4</p>	
<p>Unit of Work/Big Question</p>	<p>Unit of Work/Big Question</p>		<p>Unit of Work/Big Question</p>	<p>Unit of Work/Big Question</p>	
<p><b>Mask Theatre - Vamos</b>  <b>How do masks shape the performer's relationship with character and audience?</b></p>	<p><b>Replicating, Reworking and Reflecting on a Professional Work</b>  <b>Big Question - How do we explore professional work?</b></p>		<p><b>GCSE Set Text - Noughts &amp; Crosses</b>  <b>Big Question - How can we use relevant issues in society to develop performance work?</b></p>	<p><b>Choreographic Journeys: Understanding and Applying Approaches to Stimulus</b>  <b>Big Question - How do we respond to stimulus?</b></p>	
<p>Knowledge</p>	<p>Knowledge</p>		<p>Knowledge</p>	<p>Knowledge</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:  Students will learn that the use of a mask can enhance the performer's ability to embody a</p>	<p>Performance  To replicate movement from a professional dance work with accuracy, control, and style  To perform using expressive skills such as focus, projection, and characterisation</p>		<p>To know and understand the following elements of theme and techniques :  Students will explore the themes of power, racism, prejudice, identity, violent &amp; peaceful protest, love and friendship. Learning and understanding the plot - the play follows a Romeo and Juliet style plot following the</p>	<p>Performance  To perform with physical commitment, including control, strength, stamina, coordination etc... To demonstrate expressive skills including projection, focus, musicality, and characterisation to</p>	

<p>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 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>To demonstrate confident use of a prop in performance, reflecting the intention of the piece</p> <p>To apply spatial awareness, timing, and musicality when performing as part of an ensemble</p> <p>To rehearse and refine performance through structured repetition and peer feedback</p> <p>Choreography</p> <p>To create movement inspired by the themes, style, and actions in "And You Don't Even Know It"</p> <p>To use a prop creatively within original choreography to enhance meaning and performance impact</p> <p>To apply choreographic devices such as motif development, canon, and contrast</p> <p>To structure choreography that reflects character, mood, and narrative</p> <p>To collaborate effectively to generate and refine material, using feedback constructively</p> <p>Appreciation</p> <p>To describe and analyse the movement style, structure, and choreographic intent of "And You Don't Even Know It"</p> <p>To identify how props, space, and dynamics contribute to performance meaning</p> <p>To evaluate own and others' work using dance-specific vocabulary</p> <p>To reflect on how choreography communicates theme and</p>		<p>2 central characters in their pursuit of forbidden love and the issues and consequences of their actions and the actions of those around them.</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 etc..</p> <p>Students will understand that the play examines how racism and prejudice are prevalent in society revealing darker aspects of human nature.</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 each other.</p> <p>Exploring how characters assert or lose power throughout the play helps illustrate the themes.</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, and shifts in tone, can enhance understanding of their backgrounds and emotional states.</p>	<p>communicate choreographic intent</p> <p>To apply technical skills including, spatial awareness, dynamics, style and timing in response to choreographic structure</p> <p>To refine performance through rehearsal techniques including peer and self-assessment</p> <p>To develop confidence in performing in small groups</p> <p>To perform using movement that clearly links to the original choreographic stimulus</p> <p>Choreography</p> <p>To explore and apply a range of choreographic approaches (e.g., use of contact work, chance methods, improvisation, narrative construction)</p> <p>To respond creatively and purposefully to a given stimulus using original movement vocabulary</p> <p>To structure choreography with clear use of form, development, and choreographic devices</p> <p>To select and apply appropriate use of space, dynamics, relationships, and actions to support intent</p> <p>To manipulate and refine material using choreographic tools such as fragmentation, accumulation, and motif development</p> <p>To collaborate effectively, taking on choreographic leadership roles when required</p> <p>Appreciation</p> <p>To analyse and interpret a range of stimuli to generate ideas for choreography</p> <p>To create a clear choreographic intention informed by personal or thematic response to a stimulus</p> <p>To explore and justify the use of choreographic approaches that help develop movement from narrative or thematic ideas</p> <p>To investigate how professional works use movement, structure,</p>	
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	<p>character in a professional context</p> <p>To develop critical thinking through discussion and written responses to live/recorded performance</p>			<p>and choreographic devices to communicate theme and intent</p> <p>To make connections between professional repertoire and their own choreographic process, applying learned strategies to enhance meaning</p>	
<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>		<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	
<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>Develop this knowledge into performance work through:</p> <ul style="list-style-type: none"> <li>• Warm ups for safe practice and awareness of body.</li> <li>• Team Building</li> <li>• Practical activities - developing the use of accuracy, control, style, formation, focus, projection and characterisation for choreographic intent.</li> <li>• Practical activities implementing the stylistic features of specific professional repertoire - props, spatial awareness, timing, musicality</li> <li>• Practical activities to show inspiration of theme in professional repertoire - motif, cannon, contrast, mood, narrative.</li> <li>• Group work - refine, replicate and rework choreography to create meaning.</li> <li>• Mini whiteboard activities.</li> <li>• Video, teacher modelling and demonstration.</li> <li>• Learn and replicate teacher led choreography</li> <li>• Structuring own choreography</li> <li>• Refine and polish performance work</li> <li>• Reflection and</li> </ul>		<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 interpretation of script</li> </ul>	<p>Develop this knowledge into performance work through:</p> <ul style="list-style-type: none"> <li>• Warm ups for safe practice and awareness of body.</li> <li>• Team Building</li> <li>• Practical activities - developing the use of commitment, control, strength, stamina and co-ordination..</li> <li>• Practical activities implementing the use of contact work, chance methods, improvisation and narrative construction.</li> <li>• Practical activities to respond to stimulus - form, development, choreographic devices - Fragmentation, accumulation and motif development .</li> <li>• Group work - refine and rework choreography to create meaning.</li> <li>• Mini whiteboard activities.</li> <li>• Video, teacher modelling and demonstration.</li> <li>• Learn and replicate teacher led choreography</li> <li>• Structuring own choreography</li> <li>• Refine and polish performance work</li> <li>• Reflection and evaluation of outcomes</li> <li>• Comparisons across different styles</li> <li>• Exit tickets to show</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>evaluation of outcomes</p> <ul style="list-style-type: none"> <li>• Comparisons across different styles</li> <li>• Exit tickets to show understanding</li> <li>• Reflection on choreographic intent</li> <li>• Self assessment sheets</li> <li>• Target Setting</li> </ul>		<p>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>understanding</p> <ul style="list-style-type: none"> <li>• Reflection on choreographic intent</li> <li>• Self assessment sheets</li> <li>• Target Setting</li> </ul>	
<p><b>Tier 3 Subject Vocabulary</b></p>	<p><b>Tier 3 Subject Vocabulary</b></p>		<p><b>Tier 3 Subject Vocabulary</b></p>	<p><b>Tier 3 Subject Vocabulary</b></p>	
<p><b>Clocking Focus Counter Mask Internal Monologue Vamos Theatre Comedia Del Arte</b></p>	<p><b>Analysing Stage Presence Motif and Development Ensemble Props Replicating Rhythm Choreographic Intention</b></p>		<p><b>Theme Status Genre Dramatic Tension Proxemics Duologue</b></p>	<p><b>Choreographic Approaches Stimulus Structure/Form Contact Work Chance Method Copy and Adapt Narrative</b></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, 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 new techniques, dance 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 dance elements</li> <li>• Watch attentively and give constructive feedback to others.</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 dance skills</li> <li>• Select and include appropriate techniques to enhance the performance</li> <li>• Learn a small section of choreography</li> <li>• Watch attentively and give constructive feedback to others.</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> </ul> <p>Developing the use of subject vocabulary in regular peer and self feedback</p> <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> </ul>	<p>Formative Assessment where teacher can track student knowledge, understanding and application of new techniques, dance 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 dance elements</li> <li>• Watch attentively and give constructive feedback to others.</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 dance skills</li> <li>• Select and include appropriate techniques to enhance the performance</li> <li>• Learn a small section of choreography</li> <li>• Watch attentively and give constructive feedback to others.</li> </ul>	

			<ul style="list-style-type: none"><li>• Watch attentively and give constructive feedback to others using appropriate subject vocabulary.</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>