

Armthorpe Academy – Drama Department ‘Scheme of Learning’

For the benefit of this document Learning Outcomes:

- Are measurable and capable of being assessed
- Are learner-centric
- Must be based on the desired outcome of the educational activity
- Provide measurable evidence of progress in closing the practice gap
- Are an outcomes-based approach
- Are explicit descriptions of what a learner should know, be able to apply and/or be able to do as a result of participating in the educational activity
 - Frame the context for objectives (why is it important to “list”, “discuss” or “state” information?)

Year 7 (x lessons p/week)

| Week Number | 1/2 | 3/4 | 4/5 | 6/7 | 8/9 | 10/11 | 12/13 | 14/15 | 16/17 | 18/19 | 20/21 | 22/23 | 24/25 | 26/27 | 28/29 | 30/31 | 32/33 | 34/35 | 36/37 | 38/39 | 39 |
|-------------------|---|-----|-----|-----|-----|--|-------|-------|-------|-------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|----|
| Topic/Theme | 1) Story Telling- Tell a story using vocal and physical expression | | | | | 2) Desert Island – To devise a physical theatre piece. | | | | | 3) Silent Movies – To create a comedic mimed performance | | | | | | | | | | |
| Learning Outcomes | Use of voice Use of facial expressions Use of body language Initial script work Suggested narrative Performance of a Roald Dahl revolting rhyme. | | | | | Use of narrative structures and techniques: Narrator, cross cutting. Mime Body as prop Use of Stimulus Soundscapes | | | | | Facial expressions Exaggeration Movement to music Use of comedy in performance Slapstick | | | | | | | | | | |
| Assessment | Evaluation Strengths- | | | | | Performance created from Stimulus Evaluation | | | | | Performance of rehearsed mimed work Evaluation | | | | | | | | | | |

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| | <ul style="list-style-type: none"> - You have used pace, pitch, pause, tone and volume. - You have used appropriate body language for your character. - You have used appropriate facial expressions for your character. - You have used appropriate physical theatre elements within your performance. - You have worked well as part of a team. | <p>Strengths-</p> <ul style="list-style-type: none"> - You have used role play - You have included physical theatre elements within your work. - You have used soundscapes within your work. - Your work has been devised from a stimulus. | <p>Strengths</p> <ul style="list-style-type: none"> - You have used of facial expressions - You have used body language - You have used the space well. - You have reacted to the music to create meaning within your performance. |
| Gatsby / SMSC | Empathy Morals of characters played and choices they make. Cultural link to Roald Dahl | Empathy Morals of characters played and choices they make. | Empathy Morals of characters played and choices they make. Cultural links to the works of Charlie Chaplin and Rowan Atkinson |

Year 8 (x lessons p/week)

| Week Number | 1/2 | 3/4 | 4/5 | 6/7 | 8/9 | 10/11 | 12/13 | 14/15 | 16/17 | 18/19 | 20/21 | 22/23 | 24/25 | 26/27 | 28/29 | 30/31 | 32/33 | 34/35 | 36/37 | 38/39 |
|-------------------|---|-----|-----|-----|-----|---|-------|-------|-------|-------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Topic/Theme | 1) Darkwood manor – To create a devised piece of horror themed theatre | | | | | 2) Pantomime- To create a pantomime performance from a script | | | | | 3) The boy in the striped pyjamas - To read a full script and perform extracts from that script. | | | | | | | | | |
| Learning Outcomes | Cross cutting Body as prop Tableaux Character work Flash back Soundscapes <ul style="list-style-type: none"> - Lesson 1 - To develop ideas from a given stimulus and devise a performance creating tension and suspense. - Lesson 2 - To effectively use a soundscape to create the appropriate setting for a scene. - Lesson 3 - To effectively | | | | | Facial expression Use of voice Body language Slapstick Pantomime context <ul style="list-style-type: none"> - To learn about the context of Pantomime performance. - To use facial expressions, voices and body language to create a strong character - To devise a scene using slap stick - To embed Pantomime characters within a scripted | | | | | Script work Use of voice Creating character Staging Holocaust context <ul style="list-style-type: none"> - To read through and understand the motivations of different characters within a script. - To use PPPTV to create clear characters - To use the technique of marking the moment with a particular extract - To use body as prop within a particular extract - To stage an extract, to think | | | | | | | | | |

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| | <p>embed body as prop within a devised scene.</p> <ul style="list-style-type: none"> - Lesson 4 - To create a well-defined character suitable for a given scenario and apply relevant characterisation. - Lesson 5 - To devise a performance, successfully creating tension and suspense. - Lesson 6 - To devise a performance, successfully creating tension and suspense. | <p>performance.</p> <ul style="list-style-type: none"> - To rehearse Pantomime performance. - To perform Pantomime performance. | <p>about facing the audience and proxemics</p> <ul style="list-style-type: none"> - To perform an extract embedding techniques. |
| Assessment | <p>Performance</p> <p>Strengths</p> <ul style="list-style-type: none"> - You showed a clear character - You have used different structural techniques within your work. - You have used a soundscape effectively - You embedded body as prop and or tableaux within your work. <p>Evaluation</p> | <p>Performance</p> <p>Strengths</p> <ul style="list-style-type: none"> - You have used PPPTV to create a character - You have used body language well to create a character. - You have used facial expressions well to create your character. - You have thought about where you are on stage so that the audience can clearly understand what is happening. <p>Evaluation</p> | <p>Performance – Extract performance Evaluation</p> <p>Strengths</p> <ul style="list-style-type: none"> - You have used Pitch, pause, pace, tone and volume effective to show a character. - You have used marking the moment. - You have used some body as prop. - You have staged the performance well, thinking about what the audience can see. |
| Gatsby / SMSC | <p>Empathy</p> <p>Morals of characters played and choices they make.</p> <p>Cultural- The context of the horror story and gothic</p> | <p>Empathy</p> <p>Morals of characters played and choices they make.</p> <p>Cultural link to the British traditional style.</p> | <p>Empathy</p> <p>Morals of characters played and choices they make.</p> <p>Spiritual- Students asking why such an evil act could happen.</p> |

Year 9 (x lessons p/week)

| Week Number | 1/2 | 3/4 | 4/5 | 6/7 | 8/9 | 10/ 11 | 12/ 13 | 14/ 15 | 16/ 17 | 18/ 19 | 20/ 21 | 22/ 23 | 24/ 25 | 26/ 27 | 28/ 29 | 30/ 31 | 32/ 33 | 34/ 35 | 3 6/ 3 7 | 3 8/ 3 9 | |
|-------------------|--|-----|-----|-----|-----|--|-----------|-----------|-----------|-----------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------|-------------------|--|
| Topic/Theme | 1) Blood Brothers – To perform set extracts from the musical | | | | | 2) ASBO – To perform set extracts from the text ASBO focusing on naturalism. | | | | | 3) Game Over – To perform extracts in a naturalistic and verbatim style. | | | | | | | | | | |
| Learning Outcomes | Vocal Skills Physical Skills Characterisation Choral Speech Narration Context <ul style="list-style-type: none"> - To Read an extract and use PPPTV effectively. - To understand the context of the play Blood Brothers and use this knowledge with your rehearsal process. - To use physicality to show a character from an extract. - To use choral speech from an extract - To perform an extract that uses narration - To use performance skills to perform an extract from Blood Brothers. - | | | | | Script work Use of voice Mark the moment Physical theatre Staging PSHCE context link <ul style="list-style-type: none"> - To use voice when looking at extracts of a play. - To use marking the moment when performing an extract.- Assess - To use physical theatre techniques such as body as prop when performing an extract. - To look at how you stage a scene, including using proxemics - To use physicality to show a naturalistic character. - To devise a scene based on the characters within the text. | | | | | Script work Use of voice Mark the moment Verbatim Staging PSHCE context link <ul style="list-style-type: none"> - To develop an understanding of super objectives. - To use physical action to show emotion. - To develop your understanding of a character through use of given circumstance. - To devise a scene using the magic 'if' - To perform extracts at different tempos to understand how tempo changes meaning. - To understand what the subtext is within a scene. | | | | | | | | | | |
| Assessment | Performance Evaluation Strengths <ul style="list-style-type: none"> - You have used PPPTV to create a character - You have used body language well to create a character. - You have used facial expressions well to create your character. - You have thought about where you are on stage so that the audience can clearly understand what is happening. - You have focused well during the rehearsal process. | | | | | Performance Strengths <ul style="list-style-type: none"> - You have used pitch, pace, pause, tone and volume - You have marked an effective moment within the piece. - You have used a tableaux effectively - You have focused well during rehearsals Evaluation | | | | | Performance Strengths <ul style="list-style-type: none"> - You can explain various Stanislavski techniques. - You have demonstrated multiple Stanislavski techniques. - You have performed in a naturalistic style incorporating Stanislavski techniques. Evaluation | | | | | | | | | | |

