

Armthorpe Academy – Performing Arts 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 (1 lesson per 2 weeks)

Term	Term 1	Term 2	Term 3
Topic/Theme	Story Telling Introduction to basic drama skills. Topic 1 - Key Performance Skills and Techniques Developed Vocal Expression (PPPTV) Narration Facial Expressions Body Language Physical Theatre (Body As Prop) Topic 1 – Other Skills Practiced Teamwork Communication Confidence development Self-Expression Leadership Resilience Suggested narrative/resources: Roald Dahl, Revolting Rhymes, The Twits, Matilda.	Desert Island Developing teamwork and communication through physical theatre. Topic 2 - Key Performance Skills and Techniques Developed Action and Gesture Mime Exaggeration Physical Theatre (Body As Prop) Sound Effects and Soundscape Tableaux (Freeze Frames) Vocal Expression (PPPTV) Narration Facial Expressions Body Language Topic 2 – Other Skills Practiced Problem Solving Teamwork Communication Confidence development Self-Expression Leadership Resilience	Silent Movies Study a performance style and apply relevant, appropriate skills. Topic 3 - Key Performance Skills and Techniques Developed Action and Gesture Mime Exaggeration Tableaux (Freeze Frames) Facial Expressions Body Language Movement to music Slapstick and use of comedy in a performance Topic 2 – Other Skills Practiced Teamwork Communication Confidence development Self-Expression Leadership Resilience Suggested narrative/resources: Charlie Chaplin
Learning Outcomes	L1 - To understand and use PPPTV. L2 - Apply PPPTV to the role of a narrator within a performance. L3 - To understand how to express emotions physically through use of facial expressions and body language. L4 - To develop understanding of physical theatre. L5 - To devise a performance including: PPPTV, physical expression and physical theatre. L6 - To tell a story using vocal and physical expression.	L1 - To play a character within a role paly. L2 - To embed use of physical theatre within a performance . L3 - To work effectively as part of a team. L4 - To create your own soundscapes and sound effects. L5 - Understanding what a stimulus is and developing ideas from these. L6 - Devise a performance including physical theatre elements .	L1 - To communicate using different types of non-verbal communication. L2 - To understand the stylistic features of a Silent Movie. L3 - To perform to music in a comedic style. L4 - To develop use of exaggeration . L5 - To compare different styles of comedy and use elements within your own work. L6 - To create a comedic performance in the style of a Silent Movie.
Assessment	Verbal feedback communicated from teacher during practical tasks. Show and Secure	Verbal feedback communicated from teacher during practical tasks. Show and Secure	Verbal feedback communicated from teacher during practical tasks. Show and Secure

	Teacher assessment of practical work using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards Students' self-assessment carried out and evidenced in green pen. Teacher SPAG marking in red pen.	Teacher assessment of practical work using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards Students' self-assessment carried out and evidenced in green pen. Teacher SPAG marking in red pen.	Teacher assessment of practical work using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards Students' self-assessment carried out and evidenced in green pen. Teacher SPAG marking in red pen.
Gatsby / SMSC	Building empathy and understanding of others. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.	Developing problem solving and becoming solution focused. Building empathy and understanding of others. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.	History of theatre – awareness of Charlie Chaplin, slapstick genre, comedy from the 1920's to present day. Building empathy and understanding of others. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.

Year 8 (1 lessons per 2 weeks)

Term	Term 1	Term 2	Term 3
Topic/Theme	Darkwood Manor Creating tension and suspense within a performance. Topic 1 - Key Performance Skills and Techniques Developed Vocal Expression (PPPTV) Narration Facial Expressions Body Language Physical Theatre (Body As Prop) Sound effects and Soundscape Tableaux (Freeze Frames) Topic 1 – Other Skills Practiced Teamwork Communication Empathy Confidence development Self-Expression Control Leadership Resilience	Pantomime Applying skills to a Pantomime script including relevant stylistic features. Topic 2 - Key Performance Skills and Techniques Developed Vocal Expression (PPPTV) Narration Exaggeration Facial Expressions Body Language Tableaux (Freeze Frames) Movement to Music Use of comedy in a performance Topic 2 – Other Skills Practiced Teamwork Communication Commitment Empathy Confidence development Self-Expression Control Leadership Resilience	The Boy in the Striped Pyjamas To study a complete text and perform extracts applying and developing relevant skills. Topic 3 - Key Performance Skills and Techniques Developed Vocal Expression (PPPTV) Narration Facial Expressions Body Language Tableaux (Freeze Frames) Split Stage Flashback Flashforward Topic 3 – Other Skills Practiced Teamwork Communication Commitment Empathy Compassion Respect Confidence development Self-Expression Control Leadership Resilience

Learning Outcomes	L1 - To develop ideas from a given stimulus and devise a performance creating tension and suspense. L2 - To effectively use a soundscape to create the appropriate setting for a scene. L3 - To effectively embed body as prop within a devised scene. L4 - To create a well-defined character suitable for a given scenario and apply relevant characterisation. L5 - To devise a performance, successfully creating tension and suspense. L6 - To perform to an audience successfully creating tension and suspense.	L1 - To understand the stylistic features of a Pantomime. L2 - To use vocal and physical expression to create a strong character. L3 - To apply relevant stylistic features to a given script. L4 - To develop use of exaggeration for comedic effect. L5 – To devise a performance, successfully applying relevant skills and stylistic features of a Pantomime. L6 - To perform to an audience successfully applying relevant skills and stylistic features of a Pantomime.	L1 – To understand the context of TBITSP. L2 – To develop use of a split stage to show contrasting scenes. L3 - To understand the motivations of different characters within a script. L4 - To stage an extract from a given script being aware of proxemics. L5 – Develop the use of a thought track within a performance to convey emotion. L6 – To perform a scene from a scene successfully applying relevant skills and techniques.
Assessment	Verbal feedback communicated from teacher during practical tasks. Show and Secure Teacher assessment of practical work using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards Students’ self-assessment carried out and evidenced in green pen. Teacher SPAG marking in red pen.	Verbal feedback communicated from teacher during practical tasks. Show and Secure Teacher assessment of practical work using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards Students’ self-assessment carried out and evidenced in green pen. Teacher SPAG marking in red pen.	Verbal feedback communicated from teacher during practical tasks. Show and Secure Teacher assessment of practical work using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards Students’ self-assessment carried out and evidenced in green pen. Teacher SPAG marking in red pen.
Gatsby / SMSC	Building empathy and understanding of others, building an awareness of action and reaction. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.	Knowledge and understanding of a traditional British performance style of Pantomime. Building empathy and understanding of others, building an awareness of action and reaction. Building empathy and understanding of others. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.	Knowledge and understanding of the Holocaust – context to the play. Moral debate, ethics, learning from history. Tolerance and respect of differences. Building empathy and understanding of others. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.

Term	Term 1	Term 2	Term 3
Topic/Theme	Blood Brothers Applying skills to existing repertoire – Epic Theatre/Brecht/Musical Theatre.	ASBO Applying skills to existing repertoire – Naturalism.	Musical Theatre Applying skills to existing repertoire – Musical Theatre. Develop design skills – lighting, costume, set, prop, music.
Learning Outcomes	Topic 1 - Key Performance Skills and Techniques Developed Vocal Expression (PPPTV) Narration Facial Expressions Body Language Tableaux (Freeze Frames) Flashforward Flashback Split Stage Breaking the 4th Wall Direct Address Multi-Role Split-Role Improvisation Topic 1 – Other Skills Practiced Creativity Ownership Teamwork Communication Empathy Confidence development Self-Expression Control Leadership Responsibility Resilience L1 – To understand the context of Blood Brothers L2 – Apply vocal and physical skills to a given character. L3 - To develop use of exaggeration and physical expression. L4 – Embed the use of a flash-forward within a performance. L5 – Independently devise an original scene. L6 – Perform an original scene embedding relevant skills and techniques.	Topic 2 - Key Performance Skills and Techniques Developed Vocal Expression (PPPTV) Narration Facial Expressions Body Language Tableaux (Freeze Frames) Flashforward Flashback Split Stage Multi-Role Choral speaking Exaggeration Topic 2 – Other Skills Practiced Creativity Ownership Teamwork Communication Empathy Confidence development Self-Expression Control Leadership Responsibility Resilience L1 – Effectively embed freeze frames into a performance. L2 – To develop choral speaking, using pattern, timing and PPPTV. L3 - Develop characterisation to effectively multi-role contrasting characters. L4 – Develop use of exaggeration to physically express actions and gestures. L5 – To effectively communicate emotion to an audience. L6 – To devise and perform embedding relevant skill and techniques.	Topic 3 - Key Performance Skills and Techniques Developed Vocal Expression (PPPTV) Narration Facial Expressions Body Language Choral speaking Exaggeration Movement to Music Sketch & Design Plan with intention Topic 3 – Other Skills Practiced Creativity Ownership Teamwork Communication Empathy Confidence development Self-Expression Control Leadership Responsibility Resilience Creativity L1 – To understand stylistic features of Musical Theatre. L2 – To embed relevant skills and techniques to a performance of existing MT repertoire. L3 - Develop knowledge and understanding of stage lighting. L4 – Develop knowledge and understanding of performance costumes. L5 – Develop knowledge and understanding of staging and props. L6 – Successfully present design ideas.
Assessment	Verbal feedback communicated from teacher during practical tasks. Show and Secure Teacher assessment of practical work using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards	Verbal feedback communicated from teacher during practical tasks. Show and Secure Teacher assessment of practical work using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards	Verbal feedback communicated from teacher during practical tasks. Show and Secure Teacher assessment of practical work using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards

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Gatsby / SMSC	Knowledge and understanding of social class, inequality within society and historical political context around Blood Brothers. Building empathy and understanding of others. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.	Themes of crime, moral dilemmas and social justice. Building empathy and understanding of others. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.	Building empathy and understanding of others. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.

Year 10 (5 lessons per 2 weeks)

Week Number	1	2	3	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
Half Term	HT1								HT2							HT3						HT4					HT5						Ht6						
Topic/Theme	Component 1 – Exploring the Performing Arts																										Component 2 - Developing Skills and Techniques in the Performing Arts												
Learning Outcomes	A Investigate how professional performance or production work is created B Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.																										A Use rehearsal or production/design processes B Apply skills and techniques in performance or realisation C Review own development and application of performance or design skills.												
Assessment	Set assignment brief from Pearson, 12 hours supervised assessment. Internally assessed and externally moderated. (May/June series) Show and Secure Teacher assessment using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards																										Set assignment brief from Pearson, 15 hours supervised assessment. Internally assessed and externally moderated. (December Y11 series) Show and Secure Teacher assessment using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards												
Gatsby / SMSC	Building empathy and understanding of others. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.																										Building empathy and understanding of others. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.												

Year 11 (5 lessons per 2 weeks)

Week Number	1	2	3	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
Half Term	HT1								HT2							HT3					HT4				HT5						Ht6								
Topic/Theme	Component 2 - Developing Skills and Techniques in the Performing Arts															Component 3 - Responding to a Brief																							
Learning Outcomes	A Use rehearsal or production/design processes B Apply skills and techniques in performance or realisation C Review own development and application of performance or design skills.															A01 Understand how to respond to a brief A02 Select and develop skills and techniques in response to a brief A03 Apply skills and techniques in a workshop performance in response to a brief A04 Evaluate the development process and outcome in response to a brief																							
Assessment	Set assignment brief from Pearson, 15 hours supervised assessment. Internally assessed and externally moderated. (December Y11 series) Show and Secure Teacher assessment using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards															Set assignment brief from Pearson, 12 weeks supervised assessment. Externally assessed. (June series) Show and Secure Teacher assessment using show and secure. Students respond using red/amber/green success criteria. AFL strategies Core questioning routines Mini Whiteboards RAG Cards																							
Gatsby / SMSC	Building empathy and understanding of others. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.															Building empathy and understanding of others. Developing group work and collaboration with peers. Learning how to communicate clearly and effectively, how to lead, listen and take direction from others and respect a shared space. Students study and perform a wide range of texts and extracts helping them to appreciate and understand others and respect difference.																							