



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
DANCE Styles of Dance	<p>To study different styles of Dance.</p> <p>To be able to accurately replicate repertoire for a variety of Dance styles.</p> <p>To understand and apply safe practice in contact work.</p> <p>To create a duet demonstrating the different styles studied.</p>	Contemporary Street Dance Jazz Contact Work Safe Practice as a Dancer  Tier 2 Keywords: Demonstrate Appreciate Interpret Perform Understand Choreograph, create Analyse Evaluate	Contemporary Dance— stylistic features and repertoire.  Street Dance— stylistic features and repertoire.  Jazz Dance— stylistic features and repertoire.  Duet Choreography—Theme Conflict. Incorporate stylistic features from Jazz, Street Dance and Contemporary.  Rehearsal and performance.  <b>Assessment</b>	AO1: Perform dance, reflecting the stylistic features through physical, technical and expressive skills.  AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.  AO4: Critically appreciate styles of dance and professional works, through making analytical, interpretative and evaluative judgements.  Maths– timing and formation Literacy– key words, analysis Core skills -Group work, creative thinking, communication , confidence building, time management.	Research Task



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>DRAMA</p> <p>Conventions and Genre</p>	<p>To understand and apply a range of drama conventions to a performance.</p> <p>To understand features of a genre and to communicate these in a devised piece of Drama.</p> <p>To convey communication, meaning and characterisation through performance.</p>	<p>Conventions</p> <p>Genre</p> <p>Staging</p> <p>Choral Speaking</p> <p>Spatial Awareness</p> <p>Tier 2 Key words:</p> <p>Create, Devise</p> <p>Discuss</p> <p>Perform, demonstrate</p> <p>Describe</p> <p>Understand</p> <p>Analyse</p> <p>Evaluate</p>	<p>Characterisation Skills—Staffroom scene</p> <p>Devising a scene from a stimulus.</p> <p>Genre—Soap Opera. Choral Speaking, Cross Cutting and spatial awareness.</p> <p>Rehearsal processes</p> <p>Performance</p> <p><b>Assessment</b></p>	<p>AO1 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2 Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>AO4 Analyse and evaluate their own work and the work of others.</p> <p>English— character and plot analysis</p> <p>Literacy— Key words, script</p> <p>PSHE— social, historical and cultural</p> <p>Core skills -Group work, creative thinking, communication , confidence building, time management.</p>	<p>Vocabulary test</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
PRODUCTION SKILLS  Design Project	To understand the different roles within the theatre industry  To interpret the use of social, historical and cultural context within design elements  To research and design appropriate costume, set and lighting.	Social Historical Cultural Genre Semiotics Style Costume Set Lighting  Tier 2 Keywords: Create Discuss Suggest Describe Understand Explain Annotate	Research different job roles Select genre and create a plot. Costume design Set Design Lighting Design Initial designs Final designs <b>Assessment</b>	Art—design Literacy– Key words, script PSHE– social, historical and cultural Core skills –Independent learning, creative thinking, time management.	Complete tasks to meet deadlines.



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>DANCE</p> <p>Emancipation of Expressionism</p>	<p>To study a professional work</p> <p>To be able to accurately replicate repertoire</p> <p>To understand and apply relationships and devices.</p> <p>To develop understanding of and apply a range of performance skill.</p>	<p>Streetdance/Hip Hop</p> <p>Counterpoint</p> <p>Motif</p> <p>Choreographic Intention</p> <p>Accumulation</p> <p>Technical skills</p> <p>Physical skills</p> <p>Expressive skills</p> <p>Tier 2 Keywords:</p> <p>Demonstrate</p> <p>Appreciate</p> <p>Interpret</p> <p>Perform</p> <p>Understand</p> <p>Choreograph, create</p> <p>Analyse</p> <p>Evaluate</p>	<p>Analysis of professional work</p> <p>Learning of repertoire</p> <p>Understanding and application of dance relationships and devices</p> <p>Understanding and application of technical, physical and expressive skills</p> <p>Rehearsal and performance.</p> <p><b>Assessment</b></p>	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p>AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.</p> <p>Maths– timing and formation</p> <p>Literacy– key words, analysis</p> <p>Core skills -Group work, creative thinking, communication , confidence building, time management.</p>	<p>Research Task—Dance Company</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
DRAMA Practitioners	<p>To understand Brecht and Epic Theatre.</p> <p>To use the Brecht techniques within a performance.</p> <p>To understand TIE and create a group performance based on a topic using effective Brecht techniques</p>	Brecht Epic Theatre Theatre in Education Freeze Frame Banner/Placard Chant Multi Role Narration  Tier 2 Key words: Create, Devise Discuss Perform, demonstrate Describe Understand Analyse Evaluate	Introduction to Brecht and Epic Theatre.  Stimulus—knife crime create performance using brecht techniques  Theatre in Education—select a social issue and research in groups.  Create a performance to educate others and using Brecht techniques.  Rehearsal processes  Performance <b>Assessment</b>	AO1 Create and develop ideas to communicate meaning for theatrical performance.  AO2 Apply theatrical skills to realise artistic intentions in live performance.  AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.  AO4 Analyse and evaluate their own work and the work of others.  English— character and plot analysis  Literacy— Key words, script  PSHE— social, historical and cultural  Core skills -Group work, creative thinking, communication , confidence building, time management.	Research Task



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
PRODUCTION SKILLS  Script Writing	To understand the genre of Soap Opera.  To understand the process of writing a script.  To write a script for a soap opera.	Genre Soap Opera Script Character development Plot Storyboard Structure  Tier 2 Keywords: Create Discuss Suggest Describe Understand Explain Annotate	Introduced to genre Identify features of Soap Opera Explore ideas of plot and characters Character development Storyboard—structure Format and structure Complete script Evaluation	AO1 Create and develop ideas to communicate meaning for theatrical performance.  AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.  English—character, plot, script writing Literacy—Spag PSHE—plot reflects a social issue eg abuse, knife crime, conflict, divorce, homelessness  Core skills—creative thinking, time management	Complete tasks to meet deadlines.



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>DANCE</p> <p>Choreography</p>	<p>To understand the choreographic process in Dance.</p> <p>To be able to create and develop a motif using action, space, dynamics and relationships.</p> <p>To choreograph a group dance that communicates a choreographic intention.</p>	<p>Motif</p> <p>Motif development</p> <p>Action</p> <p>Space</p> <p>Dynamics</p> <p>Relationships</p> <p>Choreographic Intention</p>	<p>Choreographic Process</p> <p>Select Stimulus—Explore movement ideas</p> <p>Create Motifs—Action, Space, Dynamics and Relationships.</p> <p>Development of Motifs</p> <p>Apply Choreographic devices to the group Dance.</p> <p>Rehearsal</p> <p>Performance</p> <p>Assessment</p>	<p>AO1: Choreograph and Perform dance, reflecting the choreographic intention through physical, technical and expressive skills.</p> <p>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p>AO4: Critically appreciate styles of dance and professional works, through making analytical, interpretative and evaluative judgements.</p> <p>Maths– timing and formation</p> <p>Literacy– key words, analysis</p> <p>Core skills -Group work, creative thinking, communication , confidence building, time management.</p>	<p>Vocabulary Test</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
DRAMA Script ‘Birds and the Bees’	To study a professional work To use the artistic intentions of the playwright. To convey communication, meaning and characterisation through performance.	Playwright Social, historical context Blocking Stage Directions Physical skills Vocal skills Script Blocking Tier 2 Key words: Create, Devise Discuss Perform, demonstrate Describe Understand Analyse Evaluate	Analysis of professional work Research of social, cultural and historical context To develop a character from a professional work. Script—To learn lines, staging, blocking. Rehearsal process Performance <b>Assessment</b>	AO1 Create and develop ideas to communicate meaning for theatrical performance. AO2 Apply theatrical skills to realise artistic intentions in live performance. AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4 Analyse and evaluate their own work and the work of others. English– character and plot analysis Literacy– Key words PSHE– social issues in society, knife crime Core skills -Group work, creative thinking, communication , confidence building, time management, research	Research Task





Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
SKILLS Arts Hero	To understand what makes a good presentation/portfolio. To research an arts hero and select relevant information. To present their work in a creative way to inform others of their chosen Arts Hero.	Presentation Portfolio Context Speaking Tier 2 Key words: Create, Devise Discuss Perform, demonstrate Describe Understand Analyse Evaluate	Research and select an Arts Hero Explore presentation ideas—powerpoint, portfolio, leaflet, poster Planning Creating presentation <b>Assessment</b>	AO1 Create and develop ideas to communicate meaning for a stimulus of their choice. AO4 Analyse and evaluate their own work and the work of others. English—speaking and listening Literacy—Spag Core skills—creative thinking, time management	Research Task