



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>DANCE</p> <p>Re:Rosa</p>	<p>To study a professional work</p> <p>To be able to accurately replicate repertoire</p> <p>To understand and apply relationship</p> <p>To develop understanding of and apply a range of performance skills</p>	<p>Contemporary</p> <p>Counterpoint</p> <p>Accumulation</p> <p>Technical skills</p> <p>Physical skills</p> <p>Expressive skills</p>	<p>Analysis of professional work</p> <p>Learning of repertoire</p> <p>Understanding and application of dance relationships</p> <p>Understanding and application of technical, physical and expressive skills</p> <p>Rehearsal and performance.</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>Vocabulary test</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>DRAMA</p> <p>Our Day Out</p>	<p>To study a professional work</p> <p>To use the artistic intentions of the playwright.</p> <p>To convey communication, meaning and characterisation through performance.</p>	<p>Playwright</p> <p>Social, historical context</p> <p>Blocking</p> <p>Stage Directions</p> <p>Physical skills</p> <p>Vocal skills</p>	<p>Analysis of professional work</p> <p>Research of social, cultural and historical context</p> <p>Rehearsal processes</p> <p>Performance</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>
<p>PRODUCTION SKILLS</p> <p>Costume design</p>	<p>To understand the different roles within the theatre industry</p> <p>To interpret the use of social, historical and cultural context within design elements</p> <p>To research and design appropriate costumes</p>	<p>Social</p> <p>Historical</p> <p>Cultural</p> <p>Genre</p> <p>Semiotics</p> <p>Style</p>	<p>Research different job roles</p> <p>Analysis of character costumes</p> <p>Research a chosen character</p> <p>Create mood board</p> <p>Initial designs</p> <p>Final design</p>	<p>Art—design</p> <p>Literacy– Key words, script</p> <p>PSHE– social, historical and cultural</p> <p>Core skills –Independent learning, creative thinking, time management.</p>	<p>Complete tasks to meet deadlines.</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
DANCE Jazz—Fosse	To study a professional work To be able to accurately replicate repertoire To understand and apply relationship To develop understanding of and apply a range of performance skills	Motif Motif development Action Space Dynamics Relationships			
DRAMA Brecht TIE	To understand Brecht and Epic Theatre. To use the Brecht techniques within a performance. To understand TIE and create a group performance based on a topic using effective Brecht techniques.	Brecht Epic Theatre Theatre in Education Freeze Frame Banner/Placard Chant Multi Role Narration	Introduction to Brecht and Epic Theatre Stimulus—knife crime create performance using brecht techniques Theatre in Education—selecta social issue and research in groups Create a performance to educate others and using Brecht techniques Rehearsal process Performance	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
<p>SKILLS</p> <p>Script Writing</p>	<p>To understand the genre of Soap Opera.</p> <p>To understand the process of writing a script.</p> <p>To write a script for a soap opera.</p>	<p>Genre</p> <p>Soap Opera</p> <p>Script</p> <p>Character development</p> <p>Plot</p> <p>Storyboard</p> <p>Structure</p>	<p>Introduced to genre</p> <p>Identify features of Soap Opera</p> <p>Explore ideas of plot and characters</p> <p>Character development</p> <p>Storyboard—structure</p> <p>Format and structure</p> <p>Complete script</p> <p>Evaluation</p>	<p>AO1 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>English—character, plot, script writing</p> <p>Literacy—Spag</p> <p>PSHE—plot reflects a social issue eg abuse, knife crime, conflict, divorce, homelessness</p> <p>Core skills—creative thinking, time management</p>	<p>Research Task</p>