

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group

Ensuring that end points & NC/spec are covered

Identifying what assessments are planned and when

Allowing for whole academy intent priorities to be planned for

1 lesson per week						
YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Application of skills and techniques: <i>What has happened to Lulu?</i>	Technical aspects of performance - 'you go first' or 'Fault' script	Performance of a script: <i>Blood brothers, Willy Russell</i>	Introduction to BTEC Responding to a brief	Commedia Del Arte	Performance of a script 'Teachers' John Godber
Unit length:	7 weeks	7 weeks	6 weeks	6 weeks	6 Weeks	6 weeks
Key concepts:	Respond to stimulus Construct performance work. Refine performance work in response to feedback. Create original and engaging performance work.	Building on knowledge of key technical roles in the theatre. Introduction to key terms in relation to these roles. Introduction to the application of technical aspects to performance. Lighting, Costume, Sound, Set.	Ability to evaluate and analyse the live theatre work of others. Construct performance work. Refine performance work in response to feedback. Create original and engaging performance work.	Ability to apply theatrical skill to realise artistic intentions in performance. Respond to stimulus. Construct performance work. Refine performance work in response to feedback. Create original and engaging performance work.	Engaging genre of theatre history to encourage expression and confidence. Lay basis for theatre practitioners in year 9.	Construct performance work. Refine performance work in response to feedback. Create original and engaging performance work.
Knowledge/ Skills:	Directing. Working with others cooperatively. Following a cue. Selecting and discarding work. Consolidate knowledge on conventions and their application. Vocal and physical changes. Make links between effective performance work in year 7 and current work. Use of effective rehearsal time. Technical terminology.	Working with others cooperatively. Following a cue. Selecting and discarding work. Consolidate knowledge on conventions and their application. Acquire knowledge in the application of technical aspects to performance. Vocal and physical changes. Make links between effective performance work last term and current work. Use of effective rehearsal time Technical terminology	Directing. Working with others cooperatively. Following a cue. Learn lines. Vocal and physical changes. Make links between effective performance work last term and current work. Use of effective rehearsal time. Technical terminology.	Directing. Working with others cooperatively. Following a cue. Selecting and discarding work. Vocal and physical changes. Make links between effective performance last term. and current work. Use of effective rehearsal time. Technical terminology	Working with others cooperatively. Following a cue. Vocal and physical changes. Exaggeration. Performance of comedy. Make links between effective performance work last term and current work. Use of effective rehearsal time.	Directing Working with others cooperatively Following a cue Selecting and discarding work Consolidate knowledge on conventions and their application. Vocal and physical changes Make links between effective performance work in year 7 and current work. Use of effective rehearsal time Technical terminology
End points covered:	Summative Performance of accumulative work. Application of	Summative Performance of accumulative work. Application of technical aspect and performance skill.	Summative Performance of accumulative work. Performance skill.	Summative Performance of accumulative work. Application of convention, technical	Summative Performance of accumulative work. Application of	Summative Performance of accumulative work. Application of

	convention and performance skill.			aspects and performance skill.	convention of style and performance skill.	convention and performance skill.
NC/Spec coverage:	BTEC Tech Award L2; Comp 2; Learning Aim B; Application of skills & techniques	BTEC Tech Award L2; Comp 2; Learning Aim B; Application of skills & techniques	BTEC Tech Award L2; Comp 1: exploring the Performing Arts. Comp 2; Learning Aim B; Application of skills & techniques	BTEC Tech Award L2; Comp 3; responding to a brief.	BTEC Tech Award L2; Comp 1: examining professional practitioner's work. Comp 2; Learning Aim B; Application of skills & techniques	BTEC Tech Award L2; Comp 2; Learning Aim B; Application of skills & techniques
Cross-curricular links:	English – analysis of poetry.	English - Literacy	English – analysis of script (theme, character), literacy.	History – sourcing facts.	English - literacy	English – literacy. Analysis of text
Assessments:	Use of grading criteria to identify strengths and targets for improvement in performance skill.	Use of grading criteria to identify strengths and targets for improvement in performance skill and technical application.	Use of grading criteria to identify strengths and targets for improvement in performance skill.	Use of BTEC grading criteria to identify strengths and targets for improvement in performance skill and technical application.	Use of grading criteria to identify strengths and targets for improvement in performance skill.	Use of grading criteria to identify strengths and targets for improvement in performance skill and technical application.
<i>Other academy intent priorities</i>						
Curriculum Careers - Gatsby 4	Knowledge of the role of a performer, director.	Knowledge of the role of a performer, director, lighting, costume, set designer	Knowledge of the role of a performer, director.	Knowledge of the role of a performer, director, lighting, costume, set designer	Knowledge of the role of a performer.	Knowledge of the role of a performer, director, lighting, costume, set designer.
Culturally rich – broadening horizons	Exploring themes relevant to young people and allowing discussion.	Exploring themes relevant to young people and allowing discussion.	Exploring themes of 1980's Britain.	Exploring events relevant to today's world.	Exploring theatre history to encourage appreciation for the arts.	Exploring themes relevant to young people and allowing discussion.