

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Creating a character: how do you create a character?		Audience and performance space: How does the audience and performance space influence a performance?	Genre, style and conventions: How do theatre styles and genres use different conventions?	Improvisation and devising: how do you improvise and devise effectively?	Working with a script: how do you work with a script?
Unit length:	14 weeks		6 weeks	6 weeks	6 weeks	6 weeks
Key concepts:	Students will develop their understanding of character by exploring two key theatre practitioners, drawing on similarities and differences within their work. Students will create naturalistic and non-naturalistic performances and be able to perform and analyse character on a deeper level, considering subtext to create meaning. Students will also explore the importance context when developing characterisation and the impact it can have on a playwright. Students will develop their understanding of structure, understanding that it can be used for dramatic purpose.		Students will explore theatre for purpose and begin to understand how audience can influence a director's creative intentions. Students will demonstrate audience awareness by performance in a range of different theatre spaces.	Students will develop their understanding of theatre genres and styles and the conventions used within them. They will create and perform a range of more complex theatre styles, selecting appropriate conventions to use.	Students will devise a piece of theatre, from a set brief, that includes a range of theatre styles and conventions.	Students will understand the creative process of working with a script by applying appropriately chosen acting skills and techniques to a piece of text to create a rehearsed performance.
Knowledge/ Skills:	<ul style="list-style-type: none"> Vocal and physical acting skills applied in a range of Naturalistic and Non-Naturalistic styles. Performing stereotypes and allegorical characters Understanding and exploration of Stanislavski's System - Naturalism, emotional memory, given circumstances, circles of attention, units & objectives, tempo-rhythm 		<ul style="list-style-type: none"> Vocal skills, physical skills and conventions applied accurately to portray creative intentions Selection of skills to suit performance spaces 	<ul style="list-style-type: none"> Application of performance conventions in different genres of theatre - hot seating, marking the moment, flashback, split screen, cross-cutting, symbols, 	<ul style="list-style-type: none"> Lazzi Improvisation activities Lazzi (spontaneous improvisation) Offering & accepting Taking risks Success & failure Status 	<ul style="list-style-type: none"> Applying appropriate and relevant skills to a script Analysing character Understanding and exploration technical elements of theatre, through

	<ul style="list-style-type: none"> • Understanding and exploration of Brecht’s Epic Theatre - gestus, archetypes, alienation, split & multi-role, placards, 3rd person narration, sage directions, cross gender • Understanding and exploration of structure and how it impacts characterisation. • Ability to perform in front of an audience. • Evaluate the effectiveness of performance skills – peer & self-assessment to improve own performance work. • Opportunity to give constructive feedback after performances, linking it to the learning criteria. • Creating a range of characters, expressing a range of emotions • Evaluation of application and impact of skills through actor’s logs. 	<ul style="list-style-type: none"> • Understanding of creative intentions, audience and purpose. • Understanding and exploration of performance spaces • Stage positions • Ability to perform in front of an audience. • Evaluate the effectiveness of performance skills – peer & self-assessment to improve own performance work. • Willingness to perform in front of an audience. • Opportunity to give constructive feedback after performances, linking it to the learning criteria. • Creating a range of characters, expressing a range of emotions • Evaluation of application and 	<p>masks, movement etc</p> <ul style="list-style-type: none"> • Understanding and exploration of theatrical genres: <ul style="list-style-type: none"> ○ Naturalism – Greek comedy & tragedy, kitchen sink ○ Non-naturalism – Farce, Comedy of Manners, Slapstick, Melodrama ○ Abstract – Absurdism, Poor Theatre, Surrealism ○ Mask & Physical Theatre – Frantic Assembly, Vamos, Tressle • Ability to perform in front of an audience. 	<ul style="list-style-type: none"> • Understanding and exploration of improvisation techniques • Developing characters through improvisation • Semiotics – actor as a sign, lighting, costume, set, proxemics • Ability to perform in front of an audience. • Evaluate the effectiveness of performance skills – peer & self-assessment to improve own performance work. • Willingness to perform to an audience. • Opportunity to give constructive feedback after performances, linking it to the learning criteria. • Creating a range of characters, expressing a range of emotions 	<p>production meetings – lighting, sound, costume, etc.</p> <ul style="list-style-type: none"> • Exploration of a ‘page to stage’ process - auditions & casting; read through; blocking; rehearsing a script; developing characters; table work; tech & dress rehearsal; post show evaluation • Ability to perform in front of an audience. • Evaluate the effectiveness of performance skills – peer & self-assessment to improve own performance work. • Willingness to perform to an audience. • Opportunity to give constructive feedback after performances,
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		<p>impact of skills through actor's logs.</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of performance skills – peer & self-assessment to improve own performance work. • Willingness to perform to an audience. • Opportunity to give constructive feedback after performances, linking it to the learning criteria. • Creating a range of characters, expressing a range of emotions • Evaluation of application and impact of skills through actor's logs. 	<ul style="list-style-type: none"> • Evaluation of application and impact of skills through actor's logs. 	<p>linking it to the learning criteria.</p> <ul style="list-style-type: none"> • Creating a range of characters, expressing a range of emotions • Reading a script • Analysing character • Character research • Evaluation of application and impact of skills through actor's logs.
<p>End points covered:</p>	<p>To use key terminology and vocabulary with confidence and to apply this to rehearsals and written elements of their course.</p> <p>Have an understanding of the roles and responsibilities involved in performance</p>	<p>To use key terminology and vocabulary with confidence and to apply this to rehearsals and written elements of their course.</p>	<p>To use key terminology and vocabulary with confidence and to apply this to rehearsals and written elements of their course.</p>	<p>To use key terminology and vocabulary with confidence and to apply this to rehearsals and written elements of their course.</p>	<p>To use key terminology and vocabulary with confidence and to apply this to rehearsals and written elements of their course.</p>

			Have an understanding of the roles and responsibilities involved in performance	Have an understanding of the roles and responsibilities involved in performance	Have an understanding of the roles and responsibilities involved in performance To critically evaluate performances using their own personal opinions and feedback.	Have an understanding of the roles and responsibilities involved in performance To critically evaluate performances using their own personal opinions and feedback.
NC/Spec coverage:	BTEC Tech Award L2- Comp 1: Exploring the Performing Arts. Comp 2: Application of Skills & Techniques		BTEC Tech Award L2 Comp 1: Exploring the Performing Arts. Comp 2: Application of Skills & Techniques Comp 3: Responding to a brief	BTEC Tech Award L2 Comp 1: Exploring the Performing Arts. Comp 2: Application of Skills & Techniques Comp 3: Responding to a brief	BTEC Tech Award L2 Comp 3: Responding to a brief	BTEC Tech Award L2 Comp 1: Exploring the Performing Arts. Comp 2: Application of Skills & Techniques
Cross-curricular links:	English – analysis and evaluation History – Brecht’s early life influencing his work (WW1&2)			History – Ancient Greek English – Aristotle Music – Melodrama	English – analysis of theme ICT – research	English – analysis of character History – historical context of text
Assessments:	Naturalism performance. Students will perform a short scene using Stanislavski’s techniques.	Non-naturalism performance. Students will devise a short scene using a range of Brechtian techniques.	Theatre for purpose performance. Students will devise a short scene, focussing on the purpose of their theatre and meeting the audiences’ needs.	Genre devised performance. Students will devise a series of short scenes in a range of different genres.	Students will devise a piece of theatre based on a set brief.	Students will perform a scripted piece of repertoire.
<i>Other academy intent priorities</i>						
Curriculum Careers - Gatsby 4	Knowledge of the role of a performer and director, understanding of the processes of rehearsal and live theatre		Knowledge of the role of a performer and understanding of the	Knowledge of the role of a performer and director and understanding of the	Knowledge of the role of a performer, director and how to devise theatre,	Knowledge of the role of a performer and director, understanding of the

		processes of rehearsal and live theatre	processes of rehearsal and live theatre	understanding of the processes of rehearsal and live theatre.	processes of a standard rehearsal period, milestone rehearsals
Culturally rich – broadening horizons	Understanding of a range of influential theatre practitioners and how they have shaped modern performance.	Understanding of the role of the audience and how a range of factors can influence a performance – age, culture, religion, race, etc.	Understanding of how different genres have influenced the development of theatre and wider society.	Researching and selecting appropriate material to support set brief.	Themes discussed in chosen text.