

All Hallows Catholic High School Performing Arts

Curriculum Strand – Performing -Mime, Movement and

Year 7

Term 1 Basic mime, movement and expression

Physical theatre – people as objects
 Still images to present key dramatic moments
 Use of group members to create levels and shape
 Facial expressions
 Movement skills – transitioning between scenes using control and agility
 Mime – accuracy/realistic actions and objects

Term 2 Physical expression within a dramatic style/genre

Use of body language and gesture to communicate character and emotion in a naturalistic setting
 Melodrama – exaggerated physical expression (face and body language)
 Working to music – gives a structure to the work- Matilda

Term 3 Choosing physical style for dramatic purpose

Circus Greatest Showman task - imaginatively create a journey and environment using mime and physical action

Year 8

Term 1 Mime movement and expression in specific contexts/styles

Pantomime topic :

Physical comedy and slapstick, timing and 'tricks'.
 Increased level of control and accuracy needed
 Silent movie task – using exaggerated actions and stock gestures for comic effect.
 Working to music – for accompaniment.

Term 2 Realistic mime

Mime used in scripted pieces to help set locations and objects. Links to stage directions and reality of setting
 Ensemble movement –, timing,
 Combining this with text using more abstract concepts

Term 3 Stylised movement

Power and status – use of movement and levels to express this
 Peer pressure - Slow motion to create car crash idea, proxemics for peer pressure

Year 9

Term 1 Physical Movement and expression for character, used within new theatre styles

Term 1- Stage Combat

Application of movement techniques in own devised piece- Stage Combat TIE piece
 Use of ritual style movement as an ensemble

Term 2 Applying physical skills- Blood Brothers scriptwork

Using physical positioning for acting for camera using subtle changes of body language and facial expression.
 Use of body language and gesture for Verbatim style performance - realistic

Term 3 Applying physical skills

Use of movement and gesture to enhance Shakespeare texts

Y10 and Y11

Term 1 Movement for different genres

Applying appropriate movement to various styles and genres

Musical theatre

Naturalistic script

Brechtian style theatre

Term 2 and 3

Study of set play text -using actions derived from character intention.
 Subtler use of gesture and movement.

Written work explaining how actors use acting and movement techniques

Term 4-Group Component 2 and 3 practical and devised tasks - choosing movement to express an idea, relationship or character's emotions in a stylised way.
 Responding to a brief – draw on experiences of styles to create own devised scenes that include physical sections for the Assignment brief

Terms 5 and

Scripted performance using refined and appropriate movement skills to achieve effective performance in chosen style- exam brief recordings and evaluations .

Curriculum Strand – Making - Character and Narrative

Year 7

Term 1 Character and story intro

Telling stories through still images

Creating characters based on walks, posture.

Creating simple characters

Circus acts and Greatest Showman - creating own backstory

Term 2- Creating characters

Creating longer improvisations to explore own characters and narrative in response to a stimulus

Matilda – character work and role on the wall

Term 3 – Realistic drama

Improvise familiar scenarios/characters (The terrible fate of Humpty Dumpty –Family characters. Creating a story

Year 8

Term 1 Comic Characters- Pantomime

Comedy 'double'act' and 'comic business'

Script intro – creating own character and scenes. Who would say these lines?

Term 2 - characters and stories – musical theatre genre

Improvisation – status and power. Creating characters and stories from musical theatre

Term 3 - Interpreting character and story from a published script

'Face ' – exploration of a range of characters choosing physical action and vocal expression based on interpretation of lines and stage directions

Year 9

Term 1 Different styles of narrative

Term 1

Study of a play,, looking at plot, structure and development of characters

Practical presentation of aspects of this play using a chosen structure to communicate key themes and plotlines

Blood Brothers

Term 2 Telling real stories

Stage Combat – TIE gangs culture

Term 3:

Shakespearean stories:

Devising own piece of drama, creating effective ways of revealing plot line- fight scene between the Montagues and the Capulets using stagecraft and stage combat .

Y10 and Y11

Term 1 and 2 Characters and narrative

Creating characters within a 2 specific styles of musical theatre and drama

Terms 3 and 4 Telling stories

Analysis of how practitioners in set musical theatre pieces work structures stories and how actors and directors and designers can bring these to life

Theatre review - analysis of how story was brought to life

Scripted work using realistic techniques to explore the set text and create effective performance

Devising own work using improvisation to find rounded characters and effective dialogue. Choose narrative structure to reveal information and dance and singing to form the musical theatre piece . Study the interrelationships with the 'Page to the Stage 'aspect .

Terms 5 and 6

Scripted work using effective performance techniques linked to chosen style.

Exam practice to express ideas for the presentation of a narrative on stage- exam brief – ideas and evaluation of skills.

Curriculum Strand – Performance Skills

Year 7

Introducing performance and building confidence

Large group physical tasks for performance – build confidence to take part

Spoken work – perform small extracts of their work ‘in place’ in the room

Larger group improvisations. Full performances to the class using effective vocal skills

Melodrama – perform to music – timing and confidence for physical expression- Matilda and Greatest Showman performances

Year 8

Building longer pieces of performance.

New styles of performance- physical comedy in pairs/group ensemble - part of the Pantomime scenes

Scripted tasks – taking responsibility for own character and learning lines to deliver in performance- Cinderella script

Peer pressure topic - presenting own work as part of a whole class performance- Face play

Year 9

Refining performance skills and introducing performance styles

Longer and more demanding scripts in a range of styles. ‘Blood Brothers’ - performing a monologue, duologue or small group scripted extract to the class (vocal and physical).

Regular line learning
Performance qualities needed for film performance- Stephen Lawrence piece

Shakespeare in performance- Longer devised pieces using a range of techniques and providing performance ‘problems’ such as transitions- either Macbeth or Romeo and Juliet

Y10 and Y11

Learning new styles and more

advanced techniques. Analysing own skills

Naturalistic acting techniques (Stanislavski)
Brechtian techniques in the context of Theatre in Education

Performance of a piece of script from a full length play.

Written analysis and evaluation of own and others skills

Performance of own group devised piece, using exam board brief – Component 3 and Opportunities to perform to younger year groups

Analysis of acting/ dance /musical theatre skills seen in professional pieces of theatre (live or streamed)

Performance to external examiner or video moderation

Curriculum Strand – Making and devising Drama

Year 7

Structured tasks throughout to support learning. 'Free' task in final term

Term 1

Structured tasks for still images and mime/character.

Short improvisations – learning to create tension

Term 2

Storyline given for improvisations – clear structure of scenes to support realistic drama. Identification of key moments

Melodrama storyline given linked to musical cues- Circus piece

Term 3

Group devised piece – use what have learnt so far to respond creatively to a stimulus. Own structure, characters and choice of drama techniques- Matilda script work for devising material

Year 8

Introduction of new drama techniques and structuring devices.

Term 1

Creating own imaginative storyline and 'comic business' for slapstick paired task. Using music to enhance style

Scripted work – devising extensions for scripted characters – consistency in style- Pantomime

Term 2

Scripted work - use of imagination to stage an extract and add stage business in an appropriate way.

Term 3

Improvisation work on status and power – structuring scenes and developing transitions

Developing own extended scenes based on peer pressure - using all techniques learnt so far- Face script

Year 9

More advanced techniques and structures.

Working as an ensemble – devising ritual group work

Devising storylines for film
Devising in Verbatim style – converting facts and interviews into a piece of drama –TIE Stage
Combat Gang culture

Devising own structure for a piece of script based on themes or character experiences - Blood Brothers

Devising own longer group work, using devices such as flashback, multirole, narration and physical theatre- Blood Brothers and Romeo and Juliet

Y10 and Y11

Working in the specific theatre style or style of a practitioner

Responding creatively to a brief to create own structures and ideas.

Working in groups independently to create a piece of theatre

Learning techniques for Theatre in Education style performances

Understanding of target audience and intention

Use of other practitioners or styles (comedy) to interpret plays and scripted extracts for performance

External exam performance (live or video)

Watching and analysing work in different theatre styles

Curriculum Strand – Reflection and Evaluation

Year 7	Year 8	Year 9	Y10 and Y11
<p>Verbal feedback and reflection. Introduction of vocabulary for discussing drama</p> <p>Regular formative reflection by selves/peers/teacher during tasks to improve standard of work</p> <p>Reflect on skills used by self and by group to create effective drama for each end of topic performance</p> <p>Respond to the work of peers by commenting on effective moments and areas for improvement related to staging decisions, performance skills and effort/focus</p> <p>Understanding of how to respond as an audience, creating mutual respect and appreciation for live performance</p> <p>Target setting each term – verbal discussion as a class regarding individual achievements and targets for improvement</p>	<p>Verbal feedback and reflection. Addition of further specific vocabulary for discussing drama and style</p> <p>Regular formative reflection by selves/peers/teacher during tasks to improve standard of work</p> <p>Reflect on more advanced skills used by self and by group to create effective drama for each end of topic performance</p> <p>Understanding of how to respond as an audience, creating mutual respect and appreciation</p> <p>Target setting each term – verbal discussion as a class regarding individual achievements and targets for improvement</p>	<p>Verbal feedback and reflection. Development of further specific vocabulary for discussing drama</p> <p>Regular formative verbal reflection by selves/peers/teacher during tasks</p> <p>Reflect on more advanced skills used by self and by group to create effective drama for each theatre style. Use of specific vocabulary</p> <p>Respond to the work of peers by commenting on effective moments and areas for improvement related to staging decisions, specific performance skills and effort/focus</p> <p>Further understanding of how to respond as an audience, appreciating and evaluating the mood and atmosphere created</p> <p>Target setting each term – verbal discussion, teacher feedback and targets for improvement.</p>	<p>verbal feedback and reflection. Written evaluation of own work and the work of others</p> <p>Respond to the work of professional directors by analysing effective moments related to staging decisions, performance skills and other production elements in live/streamed theatre productions</p> <p>Component 1 - Ongoing reflection of own work and written analysis and evaluation of the effectiveness of the process and product</p> <p>Written exam has a theatre review in which analysis and evaluation skills are tested.</p> <p>Verbal feedback used during rehearsals for scripted extracts</p>