

### Year 7 Rationale:

- ✓ Assume academic levels on entry correct and build on prior knowledge and attainment allowing students to continue to make rapid progress.
- ✓ Develops basic skills such as teamwork, communication, critical thinking and leadership.
- ✓ It allows students to begin to gain an understanding of the different styles of theatre and there techniques.
- ✓ Develops students confidence as well as public speaking skills.
- ✓ **Planned cultural capital:** Students will be aware of the theatres in their local area, what is on and how to access them. They will also become aware of local practitioners in the field of performing arts. They will also start to develop a self-awareness of how the skills they are developing have real world application i.e. How to present yourself at a job interview. We will explore World War 2 as part of a roleplay scheme of work.

### Year 8 Rationale:

- ✓ Students study the purpose of theatre and theatre for change. This allows the students to express their views and opinions through drama.
- ✓ The units outlined are crucial to students understanding the world they live in.
- ✓ Opportunities to develop techniques further and build on skills and knowledge from the range of techniques and styles introduced in year 7.
- ✓ Students will develop an awareness of practitioners such as Brecht and Epic Theat
- ✓ **Planned cultural capital:** How do citizens affect change and how art and theatre can change the world. We will explore British values such as democracy, rule of law and tolerance. We will look at ways we can engage in democracy such as writing to MPS and lobbying politicians. We will look at theatre that has had positive effect i.e. A Pacifists Guide to Cancer increasing awareness of Cervical Cancer and smear testing. They will also watch a wide range of recorded theatre.

### Year 9 Rationale:

- ✓ Students build on the skills and knowledge that have been established at year 7 & 8.
- ✓ Students to explore the performing arts industry and the careers with in.
- ✓ Students start to analyse performances, both their own and professional.
- ✓ Students will gain a wider knowledge of practitioners, styles and techniques such as Boal and theatre of the absurd.
- ✓ Students will gain a wider knowledge of playwrights and their works.
- ✓ **Planned cultural capital:** Students will be aware of the theatres in their local area, what is on and how to access them. They will also become aware of local practitioners in the field of performing arts. They will also start to develop a self-awareness of how the skills they are developing have real world application i.e. How to present yourself at a job interview. They will also watch a wide range of live and recorded theatre.

### Year 10 Rationale:

- ✓ Students complete course work as part of their BTEC Performing Arts: Acting course building on skills and knowledge learnt in year 7,8 and 9.
- ✓ Students complete Component 1 Learning Aims A,B, C and D: Exploring the performing arts.
- ✓ Students complete Component 2 Learning Aims A,B, and C – Developing skills and techniques in the performing arts.
- ✓ **Planned cultural capital:** We will explore texts with SMSC themes such as Teenage Pregnancy, War, Substance abuse, hate crime as well as British values throughout the course. We will explore local theatre and emerging local artists. We will explore the industry of the performing arts and how it generates income, as well as exploring job roles.

### Year 11 Rationale:

- ✓ Students complete course work as part of their BTEC Performing Arts: Acting course building on skills and knowledge learnt in year 7,8,9 and 10.
- ✓ Students complete Component 1 Learning Aims A,B, C and D: Exploring the performing arts.
- ✓ Students complete Component 2 Learning Aims A,B, and C – Developing skills and techniques in the performing arts.
- ✓ Students will complete component 3, performing to a brief.
- ✓ **Planned cultural capital:** Planned cultural capital: How do citizens affect change and how art and theatre can change the world. We will explore British values such as democracy, rule of law and tolerance. We will look at ways we can engage in democracy such as writing to MPS and lobbying politicians. We will look at theatre that has had positive effect i.e. A Pacifists Guide to Cancer increasing awareness of Cervical Cancer and smear testing. They will also watch a wide range of recorded theatre.

	LP 1	LP 2	LP 3
<b>Year 7</b>	Fundamental framework of Drama	Script to Stage	Masks and Mime
<b>Year 8</b>	Storytelling and Culture	Theatre for a purpose and Forum Theatre	Introduction to Blood Brothers
<b>Year 9</b> Coursework preparation	BTEC The principles of drama, performance and evaluation of performance.	BTEC C1 - Exploring the performing arts.	BTEC C2 - Developing the skills and techniques in the performing arts.
<b>Year 10</b> Coursework	BTEC C1 - Exploring the performing arts.	BTEC C2 - Developing the skills and techniques in the performing arts.	BTEC C3- Performing to a brief
<b>Year 11</b> Examination preparation	BTEC C1 & C2	BTEC C3- Performing to a brief	BTEC Coursework

### Long term Memory/ Retrieval of Knowledge:

- ✓ Each lesson has a recap from previous lessons in some form of starter/settler task.
- ✓ Low- stakes testing is used, for example; exit tickets. (IFT)
- ✓ 'Making it stick' long term recall is also revisited each lesson as a settler activity- this is after an extended period at the point when students are just about to forget to make it effective. (IFT)
- ✓ Teachers ask questions to address misconceptions – hinge questions are used. (IFT)
- ✓ Responsive teaching is used as immediate intervention and teachers provide prompts for students during retrieval tasks.

### Assessment:

- ✓ Assessment takes place regularly. 'Blue Questions' are used to allow teachers to test student performance but are clear this does not show 'learning' from the long -term memory. (IFT)
- ✓ End of unit assessments are completed at the end of each LP and are planned to test current and prior knowledge.
- ✓ Assessment QLA is used to address student's misconceptions and re-test rather than re-teach. (IFT)