

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Introduction to Drama and story-telling	1 per week including assessment and evaluation	<p>Students should know:</p> <ul style="list-style-type: none"> To be introduced to dramatic techniques/skills To understand how to apply dramatic skills/techniques to enhance a performance To be able to understand what a tableau is To understand what thought-tracking is To understand the difference between physical and vocal skills To be able to develop/adapt a story from a fairy-tale To be able to understand performance fundamentals in Drama To be able to work in a group and promote teamwork 	<p>Sir Ian McKellen on Acting- Daily Motion</p> <p>Tableau-Youtube</p> <p>MTP/SOW</p>	<p>Literacy</p> <ul style="list-style-type: none"> Use of tier three words Evaluation of own work using competencies to outline how to CTG <p>CEIAG</p> <ul style="list-style-type: none"> Risk assessments and hazards in a practical space Careers in theatre and performance: technical, performance, design <p>Drama, What's the Point? Careers - How Gestures are important in the workplace - YouTube</p>	<p>Creativity and Imagination – taking a stimuli and putting it into practice and demonstrating skills learnt</p> <p>Oracy – communication skills between students to articulate what they are doing and why, use of vocabulary when giving feedback both verbally and through written work</p> <p>Problem solving – while working in groups to establish roles</p>	<p>Challenge:</p> <ul style="list-style-type: none"> Students to experiment and explain why a technique is being used and evaluate the impact Include genre/style references to practitioners (KS4 level) <p>Scaffold:</p> <ul style="list-style-type: none"> Prior warning to students of practical performance lessons Seating plan is specific to the students' needs Groupings are considered and monitored closely – peer with more able Coloured paper/books as 	<ul style="list-style-type: none"> Key word re-call with meaning Demonstrate key techniques in response to previous lessons Self and peer feedback Summative assessment at the end of the unit (performance) CTG questions from teacher on how to improve performances to achieve next steps.

				SMSC Social & Cultural – history of Drama, Greek theatre, different theatre styles		stated if appropriate <ul style="list-style-type: none">• Chunking tasks into smaller steps• Scaffolds for written tasks• Extended timings for tasks• Tasks written on the board for structure	
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Mini-scripts	1 per week including assessment and evaluation	<p>Students should know:</p> <ul style="list-style-type: none"> • To understand script fundamentals • To understand how to read a script • To be able to use a script as a basis for performance • To be able to create their own mini-script • To be able to use physical/vocal skills to be able to bring a script to life • To identify the appropriate physical/vocal skills to portray a character • To be able to demonstrate performance fundamentals in Drama • To be able to implement dramatic techniques in a scripted performance • To understand what a monologue and duologue is • To be able to work in a group and promote teamwork 	<p>Mini-scripts such as 'The Three Little Pigs'</p> <p>MTP/SOW</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Use of tier three words • Evaluation of own work using competencies to outline how to CTG <p>CEIAG</p> <ul style="list-style-type: none"> • Risk assessments and hazards in a practical space • Careers in theatre and performance: technical, performance, design <p>Drama, What's the Point?</p> <p>Careers - How Gestures are important in the</p>	<p>Creativity and Imagination – taking a stimuli and putting it into practice and demonstrating skills learnt</p> <p>Oracy – communication skills between students to articulate what they are doing and why, use of vocabulary when giving feedback both verbally and through written work</p> <p>Problem solving – while working in groups to establish roles</p>	<p>Challenge:</p> <ul style="list-style-type: none"> • Students to experiment and explain why a technique is being used and evaluate the impact • Include genre/style references to practitioners (KS4 level) <p>Scaffold:</p> <ul style="list-style-type: none"> • Prior warning to students of practical performance lessons • Seating plan is specific to the students' needs • Groupings are considered and monitored closely – peer with more able • Coloured paper/books as 	<ul style="list-style-type: none"> • Key word re-call with meaning • Demonstrate key techniques in response to previous lessons • Self and peer feedback • Summative assessment at the end of the unit (performance) • CTG questions from teacher on how to improve performances to achieve next steps.

				workplace - YouTube SMSC Social & Cultural – history of Drama, Greek theatre, different theatre styles		stated if appropriate <ul style="list-style-type: none">• Chunking tasks into smaller steps• Scaffolds for written tasks• Extended timings for tasks• Tasks written on the board for structure	
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