

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Commedia Dell'Arte	1 per week including assessment and evaluation	<p>Students should know:</p> <ul style="list-style-type: none"> • To know what is meant by the term 'status' in Drama. • To understand how we can create status through our physicality. • To be able to show a clear status level in a scene • To know what Commedia dell'Arte is. • To understand who the stock characters in Commedia dell'Arte are. • To be able to clearly create each of the stock characters physically. • To learn some simple rules of the lazzi. • To compose a short lazzi for performance. • To effectively evaluate each other's work, using the rules of comedy. • To learn the simple rules of the mask. • To understand how to manipulate the masks. • To be able to use physicality, gesture and movement to create 	<p>The World of Commedia dell'Arte - YouTube</p> <p>Commedia dell'Arte: Character Shape - YouTube</p> <p>Commedia dell'Arte: Emotion - YouTube</p> <p>Commedia dell'Arte: Language - YouTube How to Make a Mask –</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 – mask making careers <p>Drama, What's the Point? 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</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 why • 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 stated if appropriate 	<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.

		a clear character using the masks.		workplace - YouTube SMSC Social & Cultural – history of Commedia, Italian theatre – origins of mime and masks – universal theatre making		<ul style="list-style-type: none"> • Chunking tasks into smaller steps • Scaffolds for written tasks • Extended timings for tasks 	
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- AO1: Create and develop ideas to communicate meaning for theatrical performance.
- AO2: Apply theatrical skills to realise artistic intentions in live performance.
- AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- AO4: Analyse and evaluate their own work and the work of others.

Direct link to AQA GCSE spec – Comp 2 and Comp 3

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Commedia Dell'Arte (Silent Movies)	1 per week including assessment and evaluation	<p>Students should know:</p> <ul style="list-style-type: none"> To understand the basic conventions of silent movies To use mime as an effective drama technique Use tableaux to explore ideas and themes Understand the comic effect of a chase and fight sequence Understand the use of music in silent movies To create a silent Movie performance using the 'Poor Wretch' as a stimulus To rehearse a performance ready for Assessment To perform a silent movie piece for Assessment 	<p>Movie: The Kid (1921) - Charlie Chaplin - YouTube</p> <p>DIVE Mr Bean! Funny Clips Mr Bean Official - YouTube</p> <p>The Mirror Scene - Duck Soup (7/10) Movie CLIP (1933) HD - 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 Mime skills could be used in the workplace - YouTube</p> <p>SMSC</p>	<p>Creativity and Imagination</p> <p>Oracy</p> <p>Problem solving</p>	<p>Challenge:</p> <ul style="list-style-type: none"> Students to experiment and explain why a technique is being used and why 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 stated if appropriate 	<ul style="list-style-type: none"> Key word recall 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.

				British Values – Charlie Chaplin Cultural – using mime as a means for communication		<ul style="list-style-type: none"> • Chunking tasks into smaller steps • Scaffolds for written tasks • Extended timings for tasks 	
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