

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
HipHop – Dance/Choreography	1 per week including assessment and evaluation	<p>Students should know:</p> <ul style="list-style-type: none"> The history of Hip Hop/street dance as a discipline To understand the key principals of street dance movements, demonstrate and evaluate them To know and explain the 4 dance components of study To learn a taught sequence, including some of the basic dance actions. To develop knowledge of action content, and demonstrate understanding through choreography 	<p>(123) The 5 Street Dance Styles Everyone Should Know About - YouTube</p> <p>(123) The HISTORY Of STREET DANCE in 20 minutes Red Bull Dance - YouTube</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>SMSC</p> <p>Social & Cultural – exploring dance through times</p> <p>Developing an understanding of cultural dance</p>	<p>Creativity and Imagination – taking a stimulus and putting it into practice and demonstrating skills learnt</p> <p>Creating their own motifs</p> <p>Oracy – communication skills between students to articulate what they are doing and why</p> <p>Understanding how to pitch confidently through marketing</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 Higher pace and complex time signatures used 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 Warm ups are routine and consistent in format and movements Seating plan is specific to the 	<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.

						<p>students' needs</p> <ul style="list-style-type: none"> • Groupings are considered and monitored closely – peer with more able • Coloured paper/books as stated if appropriate • Chunking tasks into smaller steps • Scaffolds for written tasks • Extended timings for tasks 	
--	--	--	--	--	--	--	--

- 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
Physical Theatre Practitioner Study	1 per week including assessment and evaluation	<p>Students should know:</p> <ul style="list-style-type: none"> Understanding what Physical Theatre is as a genre Explore Frantic Assembly as a practitioner Know: How to create several objects in one performance Understand: How you can use your bodies to communicate meaning Be able to: Tell a story using physical theatre How scale is important in movement <p>Make clear connections with GCSE spec on Comp 2 (A01)</p>	<p>(123) Frantic Assembly Masterclass: Building Blocks for Devising - YouTube</p> <p>(123) Frantic Assembly Masterclass: Learning to Fly - YouTube</p> <p>(123) What is Physical Theatre? #physicaltheatre #dv8 #franticassembly - YouTube</p> <p>(123) What is Physical Theatre? English Literature – The Curious Incident of the Dog in the Night-time - YouTube</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>SMSC</p> <p>British Values – Matilda as a story and the development of characters and context</p>	<p>Creativity and Imagination – taking a stimulus and putting it into practice and demonstrating skills learnt</p> <p>Creating their own motifs</p> <p>Oracy – communication skills between students to articulate what they are doing and why</p> <p>Understanding how to pitch confidently through marketing</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 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.

						<ul style="list-style-type: none"> • Chunking tasks into smaller steps • Scaffolds for written tasks • Extended timings for tasks 	
--	--	--	--	--	--	--	--

- 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.