

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Muhammad Ali – BLM	1 per week including assessment and evaluation	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• Who Muhammad Ali was</li> <li>• What is segregation</li> <li>• Why is his iconic in the way he developed a narrative supporting Race/Religion</li> </ul> <p>Understanding the skills:</p> <ul style="list-style-type: none"> <li>- Montage</li> <li>- Split scene</li> <li>- Narration</li> <li>- Pace/timing/rhythm</li> <li>- Thought-tracking</li> <li>-</li> </ul>	<p>PPT/SOW</p> <p><a href="#">Muhammad Ali - The Greatest</a></p> <p><a href="#">Training Montage</a></p> <p><a href="#">Kids talk about Segregation</a></p> <p><a href="#">Introduction to Verbatim Theatre</a></p>	<p>Literacy</p> <ul style="list-style-type: none"> <li>• Use of tier three words</li> <li>• Evaluation of own work using competencies to outline how to CTG</li> </ul> <p>CEIAG</p> <ul style="list-style-type: none"> <li>• Risk assessments and hazards in a practical space</li> <li>• Careers in theatre and performance: technical, performance, design</li> </ul> <p><b>SMSC-</b> Being able to demonstrate and communicate through movement</p>	<p>Creativity and Imagination – taking a stimulus and putting it into practice and demonstrating skills learnt Creating their own motifs</p> <p>Oracy – communication skills between students to articulate what they are doing and why 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"> <li>• Students to experiment and explain why a technique is being used and why</li> <li>• Include genre/style references to practitioners (KS4 level)</li> </ul> <p>Scaffold:</p> <ul style="list-style-type: none"> <li>• Prior warning to students of practical performance lessons</li> <li>• Seating plan is specific to the students’ needs</li> <li>• Groupings are considered and monitored closely – peer with more able</li> <li>• Coloured paper/books as stated if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Key word recall with meaning</li> <li>• Demonstrate key techniques in response to previous lessons</li> <li>• Self and peer feedback</li> <li>• Summative assessment at the end of the unit (performance)</li> <li>• CTG questions from teacher on how to improve performances to achieve next steps.</li> </ul>

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

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Choreography and Capoeira	1 per week including assessment and evaluation	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• To gain knowledge about motif development (action)</li> <li>• To gain knowledge about motif development (action)</li> </ul> <p>Key terminology:</p> <ul style="list-style-type: none"> <li>• retrograde</li> <li>• reorder</li> <li>• repetition</li> <li>• instrumentation</li> <li>• fragmentation</li> <li>• add</li> <li>• take-away</li> </ul> <p>Learn basic moves:- Ginga- rocking back and forth Esquiva Dodge- rock with a dodge</p>	<p><a href="#">(123) 20 Dance Styles From Around The World - YouTube</a></p> <p><a href="#">(123) Best Capoeira Brazil - YouTube</a></p> <p><a href="#">(123) How to Do the Negativa   Capoeira - YouTube</a></p> <p><a href="#">(123) How to do Capoeira (GINGA) - YouTube</a></p>	<p>Literacy</p> <ul style="list-style-type: none"> <li>• Use of tier three words</li> <li>• Evaluation of own work using competencies to outline how to CTG</li> <li>• Movement literacy</li> </ul> <p>CEIAG</p> <ul style="list-style-type: none"> <li>• Risk assessments and hazards in a practical space</li> <li>• Careers in theatre and performance: technical, performance, design – mask making careers</li> </ul> <p>SMSC</p> <p>Social &amp; Cultural – cultural dance Capoeira</p>	<p>Creativity and Imagination – taking a stimulus and putting it into practice and demonstrating skills learnt Creating their own motifs</p> <p>Oracy – communication skills between students to articulate what they are doing and why 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"> <li>• Students to experiment and explain why a technique is being used and why</li> <li>• Higher pace and complex time signatures used</li> <li>• Include genre/style references to practitioners (KS4 level)</li> </ul> <p>Scaffold:</p> <ul style="list-style-type: none"> <li>• Prior warning to students of practical performance lessons</li> <li>• Warm ups are routine and consistent in format and movements</li> </ul>	<ul style="list-style-type: none"> <li>• Key word recall with meaning</li> <li>• Demonstrate key techniques in response to previous lessons</li> <li>• Self and peer feedback</li> <li>• Summative assessment at the end of the unit (performance)</li> <li>• CTG questions from teacher on how to improve performances to achieve next steps.</li> </ul>

		<p>Quebrada- rock with dodge to back  Passe Pé- low kick around &amp; back  Esquiva Throw- sweeping of arm  Discussion of attacks and defences</p> <p>(Key link to KS4 Drama spec)</p>				<ul style="list-style-type: none"> <li>• Seating plan is specific to the students' needs</li> <li>• Groupings are considered and monitored closely – peer with more able</li> <li>• Coloured paper/books as stated if appropriate</li> <li>• Chunking tasks into smaller steps</li> <li>• Scaffolds for written tasks</li> <li>• Extended timings for tasks</li> </ul>	
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Direct link to AQA GCSE spec – Comp 2 and Comp 3