

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
The Big Pitch (Drama)	1 per week including assessment and evaluation	<p>Students should know:</p> <ul style="list-style-type: none"> To learn about adverts and examine how they 'hook' their audience To be able to analyse an advert To learn about adverts and examine how they 'hook' their audience To effectively plan your advert Be able to prepare your final pitch to the audience To learn how to develop ideas to create our advert for the pitch. To work within groups therefore being able to enforce social skills to work as a team Be able to prepare your final pitch to the audience 	<p>(123) The Future of Britain Is Bright With These Two Sisters Dragon's Den - YouTube</p> <p>(123) Top 3 Young Entrepreneurs That Wowed The Dragons Dragons' Den Canada - YouTube</p> <p>(123) Unexpected Guest (Extended Version) John Lewis & Partners Christmas Ad 2021 - YouTube</p> <p>(123) Nike Football -</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 – Dragons Den, leadership and pitch skills</p>	<p>Creativity and Imagination – taking a stimuli and putting it into practice and demonstrating skills learnt</p> <p>Creating their own product</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.

			Winner Stays - YouTube			<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.

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Rock & Roll (Dance)	1 per week including assessment and evaluation	<p>Students should know:</p> <ul style="list-style-type: none"> To apply performance skills to the set 16 count hand jive and other Rock and Roll actions: gallops, turns, pancake roll, spring back steps and a side lift. To be able to work in pairs to choreograph own 16 count hand jive. To appreciate the Rock and Roll dance style and the actions, dynamics, space and relationships that are associated with it. To understand the importance of safety requirements when performing a lift. To be able to work in pairs safely to choreograph own rock and roll dance section that includes a lift. To apply structure to the rock and roll dance. 	<p>(123) The Nicest Kids in Town - Hairspray (Movie Clip) - YouTube</p> <p>(123) Real 1950s Rock & Roll, Rockabilly dance from lindy hop ! - YouTube</p> <p>(123) Swing Stunts - 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 stimuli and putting it into practice and demonstrating skills learnt</p> <p>Learning how to use movement literacy and learn the fundamental skills of Dance and dance theory</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 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 students' needs Groupings are considered and 	<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.

		<ul style="list-style-type: none"> To apply performance skills to the rock and roll dance. 				<p>monitored closely – peer with more able</p> <ul style="list-style-type: none"> 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