



TERM	UNIT	WHAT WILL YOU BE LEARNING?	ASSESSMENT
1	Titanic	Topics covered: <ul style="list-style-type: none">• Freeze framing historical content• Space & Levels in Social Class• Thought tracking reactions• Physical Theatre	Assessment Preparation: Responding & Devising Assessment: Performing & Evaluation Task: Devise a performance looking at the key moments in Titanic using Physical Theatre, Soundscape and Freeze Frame. Be creative to show full potential.
2	Evacuee	Topics covered: <ul style="list-style-type: none">• Atmosphere & Evacuation• Emotions• Writing in Role• Audience Awareness• Cross Cutting Aims of whole Scheme <ul style="list-style-type: none">• Encourage students to think about the predicament facing evacuees and asylum seekers• Teach technical vocabulary• Use a variety of dramatic skills• Use sound effects to enhance performance	Assessment Preparation: Responding & Devising Assessment: Performing & Evaluation Task: Devise a 3 min performance combining a variety of skills and techniques using Rose Blanche pictures as your stimuli.
3	Alice in Wonderland	Topics covered: <ul style="list-style-type: none">• Storytelling	Assessment Preparation: Responding & Developing Assessment: Performing & Evaluation Task: Develop a scene from the 'Mad Hatters Tea Party' focusing on characterisation and storytelling. Use a variety of skills to show understanding and imagination.

4	Superheroes	<p>Objectives:</p> <ul style="list-style-type: none"> • To create an original 'Superhero' as part of a group using the key elements taught. • To create effective still images and montage to link short scenes together • To use thought-tracking to reveal the feelings of others towards a character • To use 'Cross Cutting' and 'Marking the Moment' effectively within performance 	<p>Assessment Preparation: Responding & Developing (to develop an original performance as a group based on the 'Superhero' genre) Assessment: Performing & Evaluation</p> <p>Task: Devise your own superhero and story. Using flashback and narrator, create a performance looking at skills covered in the unit to show understanding and knowledge.</p>
5	Rosa Parks	<p>Objectives:</p> <ul style="list-style-type: none"> • To learn how to use still image and narration to communicate meaning • To learn how to use different techniques to explore control • To learn what the Alabama Bus Boycott is • To learn about contrast and split scene and cross cutting 	<p>Assessment Preparation: Responding & Developing (to learn how to use tableaux and symbolic image) Assessment: Performing & Evaluation (to stay in role and to provide constructive feedback)</p> <p>Task: Devise a piece that looks at discrimination, using a variety of skills to show issue, knowledge and understanding.</p>
6	Physical Theatre	<p>Objectives:</p> <ul style="list-style-type: none"> • To introduce pupils to the idea of using their bodies when performing • Expand on pupils understanding of how their bodies can be used in performance • How, in physical theatre, performers use their bodies to replace all physical objects • How physical theatre can be used with texts 	<p>Assessment Preparation: Responding & Developing (to learn how to respond to a stimulus) Assessment: Performing & Evaluation (to learn how to perform and constructively analyse performance)</p> <p>Task: Using The Jabberwocky as your stimulus, devise a performance that uses Physical Theatre. Be imaginative and creative by using a variety of skills.</p>