Autumn Term 1: Introduction to Drama Skills

	Launching	Developing	Progressing	Mastering	
	SKILLS				
S					
	I can ALMOST	I can SOMETIMES	I can EFFECTIVELY & CONSISTENLY	I can EXPERTLY & CONSISTENTLY	
TICK 5 OFF	<ul> <li>Work as part of a team.</li> <li>Use facial expression &amp; body Language in my Drama.</li> <li>Create and hold a still image.</li> <li>Use space &amp; levels to create meaning in my Drama.</li> <li>Use mime &amp; gesture effectively.</li> </ul>	<ul> <li>Work as part of a team.</li> <li>Use facial expression &amp; body Language in my Drama.</li> <li>Create and hold a still image.</li> <li>Use space &amp; levels to create meaning in my Drama.</li> <li>Use mime &amp; gesture effectively.</li> </ul>	<ul> <li>Work as part of a team.</li> <li>Use facial expression &amp; body Language in my Drama.</li> <li>Create and hold a still image.</li> <li>Use space &amp; levels to create meaning in my Drama.</li> <li>Use mime &amp; gesture effectively.</li> </ul>	<ul> <li>Work as part of a team.</li> <li>Use facial expression &amp; body Language in my Drama.</li> <li>Create and hold a still image.</li> <li>Use space &amp; levels to create meaning in my Drama.</li> <li>Use mime &amp; gesture effectively.</li> </ul>	
K	KNOWLEDGE				
ų.	I can ALMOST (VERBALLY) state	I SOMETIMES (VERBALLY) demonstrate knowledge of	I can EFFECTIVELY & CONSISTENLY VERBALISE knowledge of	I CONSISTENTLY VERBALISE knowledge of	
TICK 2 OFF	<ul> <li>The definitions of key Drama Skills.</li> <li>How to use these skills in my rehearsal and performances.</li> </ul>	<ul> <li>Key Drama Skills.</li> <li>Key Drama Skills and can suggest how to use them in my rehearsals and performances.</li> </ul>	<ul> <li>Key Drama Skills and can define them using technical vocab.</li> <li>Key Drama Skills and can direct creatively to stimuli using these skills.</li> </ul>	<ul> <li>Key Drama Skills and can use them within evaluation during class discussions &amp; written tasks. vocab.</li> <li>Key Drama Skills and can direct creatively to stimuli using these skills.</li> </ul>	

Autumn Term 2: Antí-Bullying

		CIVIC 2 (VCC-L		
	Launching	Developing	Progressing	Mastering
C		SKILLS		
S				
	I can ALMOST	Taan	I can EFFECTIVELY	Taxa
	I can Almost	I can SOMETIMES	& CONSISTENLY	I can CONFIDENTLY &
				CONSISTENTLY
	□ Work as part of a	□ Work as part of a	□ Work as part of a	□ Work as part of a
	team.	team.	team.	team.
	□ Use Hotseating,	□ Use Hotseating,	□ Use Hotseating,	□ Use Hotseating,
	Improvisation, Still	Improvisation, Still	Improvisation, Still	Improvisation, Still
1	Image & Thought	Image & Thought	Image & Thought	Image & Thought
	Tracking in my	Tracking in my	Tracking in my	Tracking in my
L L	Drama.	Drama.	Drama.	Drama.
OFF	🗆 Communicate ideas	🗆 Communicate ideas	🗆 Communicate ideas	🗆 Communicate ideas
വ	and solutions to	and solutions to	and solutions to	and solutions to
	Marcus' story	Marcus' story	Marcus' story	Marcus' story
$\mathbf{X}$	through	through	through	through
TICK	performance.	performance.	performance.	performance.
Ц	Use vocal and	Use vocal and	Use vocal and	Use vocal and
	physical skills to	physical skills to	physical skills to	physical skills to
•	create believable	create believable	create believable	create believable
	characters in	characters in	characters in	characters in
	performance.	performance.	performance.	performance.
	Develop effective	Develop effective	Develop effective	□ Develop effective
	use of Role-Play in	use of Role-Play in	use of Role-Play in	use of Role-Play in
	my Drama to	my Drama to	my Drama to	my Drama to
	communicate	communicate	communicate	communicate
	ideas/thoughts.	ideas/thoughts.	ideas/thoughts.	ideas/thoughts.
		KNOWLED	OGF	
	I can ALMOST	I SOMETIMES	I can EFFECTIVELY	I can CONFIDENTLY
	(VERBALLY) state	(VERBALLY)	VERBALISE	VERBALISE
LL LL		demonstrate	knowledge of	knowledge of
		knowledge of	<b>-</b>	······································
LICK 2 OFF	□ How to make an	□ How to make an	□ Types of bullying	□ Types of bullying
	audience aware of	audience aware of	and make conscious	and make conscious
	the different types	the different types	contributions to help	contributions to help
	of bullying.	of bullying.	solve these in	solve these in
	□ Suggest	□ Suggest	performance.	performance.
	improvements to	improvements to	Direct my peers to	Direct my peers to
H H	performance work	performance work	improve performance	improve performance
	from an audience	from an audience	work from an	work from an
	perspective.	perspective.	audience	audience
			perspective.	perspective.

Year 7: ASK Yourself!					
Drama					
Spring Term 152: Physical Theatre					
	Launching	Developing	Progressing	Mastering	
C		SKILLS			
S					
	I can ALMOST	I can	I can EFFECTIVELY	I can	
		SOMETIMES	& CONSISTENLY	CONFIDENTLY & CONSISTENTLY	
TICK 5 OFF	<ul> <li>Use my body to create shapes that can be identified.</li> <li>Consider levels and movement to communicate meaning to an audience.</li> <li>Create sound effects using my mouth and body to bring work to life.</li> <li>Show varieties speed and rhythm of movement in performance.</li> <li>Create &amp; Perform in this abstract style of performance.</li> </ul>	<ul> <li>Use my body to create shapes that can be identified.</li> <li>Consider levels and movement to communicate meaning to an audience.</li> <li>Create sound effects using my mouth and body to bring work to life.</li> <li>Show varieties speed and rhythm of movement in performance.</li> <li>Create &amp; Perform in this abstract style of performance.</li> </ul>	<ul> <li>Use my body to create shapes that can be identified.</li> <li>Consider levels and movement to communicate meaning to an audience.</li> <li>Create sound effects using my mouth and body to bring work to life.</li> <li>Show varieties speed and rhythm of movement in performance.</li> <li>Create &amp; Perform in this abstract style of performance.</li> </ul>	<ul> <li>Use my body to create shapes that can be identified.</li> <li>Consider levels and movement to communicate meaning to an audience.</li> <li>Create sound effects using my mouth and body to bring work to life.</li> <li>Show varieties speed and rhythm of movement in performance.</li> <li>Create &amp; Perform in this abstract style of performance.</li> </ul>	
K		KNOWLED	GE		
4	I can ALMOST (VERBALLY) state	I SOMETIMES (VERBALLY) demonstrate knowledge of	I can CONFIDENTLY VERBALISE knowledge of	I CONSISTENTLY VERBALISE knowledge of	
5 5	<ul> <li>Explain to another person what Physical Theatre means.</li> </ul>	<ul> <li>Explain to another person what Physical</li> <li>Theatre means.</li> </ul>	<ul> <li>Use the appropriate</li> <li>vocabulary to define</li> <li>Physical Theatre.</li> </ul>	<ul> <li>Use the appropriate vocabulary to define Physical Theatre.</li> </ul>	
TICK 2 OFF	Give ideas and suggestions of how to use movement and physicality in physical theatre	□ Give ideas and suggestions of how to use movement and physicality in physical theatre	<ul> <li>Direct others and suggest how to use movement and physicality in physical theatre</li> </ul>	<ul> <li>Direct others and suggest how to use movement and physicality in physical theatre performances more</li> </ul>	
	performances.	performances.	performances more effectively.	performances more effectively.	

Year 7: ASK Yourself!					
Drama Spring Term 152: Physical Theatre					
C		SKILLS			
S					
	I can ALMOST	I can SOMETIMES	I can EFFECTIVELY & CONSISTENLY	I can CONFIDENTLY & CONSISTENTLY	
TICK 5 OFF	<ul> <li>Use my body to create shapes that can be identified.</li> <li>Consider levels and movement to communicate meaning to an audience.</li> <li>Create sound effects using my mouth and body to bring work to life.</li> <li>Show varieties speed and rhythm of movement in performance.</li> <li>Create &amp; Perform in this abstract style of performance.</li> </ul>	<ul> <li>Use my body to create shapes that can be identified.</li> <li>Consider levels and movement to communicate meaning to an audience.</li> <li>Create sound effects using my mouth and body to bring work to life.</li> <li>Show varieties speed and rhythm of movement in performance.</li> <li>Create &amp; Perform in this abstract style of performance.</li> </ul>	<ul> <li>Use my body to create shapes that can be identified.</li> <li>Consider levels and movement to communicate meaning to an audience.</li> <li>Create sound effects using my mouth and body to bring work to life.</li> <li>Show varieties speed and rhythm of movement in performance.</li> <li>Create &amp; Perform in this abstract style of performance.</li> </ul>	<ul> <li>Use my body to create shapes that can be identified.</li> <li>Consider levels and movement to communicate meaning to an audience.</li> <li>Create sound effects using my mouth and body to bring work to life.</li> <li>Show varieties speed and rhythm of movement in performance.</li> <li>Create &amp; Perform in this abstract style of performance.</li> </ul>	
Κ	KNOWLEDGE				
4	I can ALMOST (VERBALLY) state	I SOMETIMES (VERBALLY) demonstrate knowledge of	I can CONFIDENTLY VERBALISE knowledge of	I CONSISTENTLY VERBALISE knowledge of	
TICK 2 OFF	<ul> <li>Explain to another person what Physical Theatre means.</li> <li>Give ideas and suggestions of how to use movement and physicality in physical theatre</li> </ul>	<ul> <li>Explain to another person what Physical Theatre means.</li> <li>Give ideas and suggestions of how to use movement and physicality in physical theatre</li> </ul>	<ul> <li>Use the appropriate vocabulary to define Physical Theatre,</li> <li>Direct others and suggest how to use movement and physicality in physical theatre</li> </ul>	<ul> <li>Use the appropriate vocabulary to define Physical Theatre.</li> <li>Direct others and suggest how to use movement and physicality in physical theatre</li> </ul>	
	performances.	performances.	performances more effectively.	performances more effectively.	

#### Summer Term 1: Escape to Space

	Summer Term I: Escupe lo Spuce				
	Launching	Developing	Progressing	Mastering	
	SKILLS				
S		CALBEO			
	I can ALMOST	I can	I can EFFECTIVELY	I can	
		SOMETIMES	& CONSISTENLY	CONFIDENTLY &	
				CONSISTENTLY	
	□ Use my imagination to	Use my imagination	Use my imagination	□ Use my imagination	
	create interesting	to create interesting	to create interesting	to create interesting	
	characters and	characters and	characters and	characters and	
	storylines in practical	storylines in practical	storylines in practical	storylines in practical	
	work.	work.	work.	work.	
1	Select and use	Select and use	Select and use	Select and use	
OFF	appropriate key drama	appropriate key	appropriate key	appropriate key	
	skills such as Hot-	drama skills such as	drama skills such as	drama skills such as	
	seating, Improvisation,	Hot-seating,	Hot-seating,	Hot-seating,	
Q	Still Image & Thought	Improvisation, Still	Improvisation, Still	Improvisation, Still	
	Tracking in my Drama.	Image & Thought	Image & Thought	Image & Thought	
	□ Create physically and	Tracking in my	Tracking in my	Tracking in my	
TICK	vocally creative	Drama.	Drama.	Drama.	
H	characters during role-	□ Create physically	□ Create physically	□ Create physically	
	plays.	and vocally creative	and vocally creative	and vocally creative	
· ·	□ Problem-Solve	characters during	characters during	characters during	
	practical issues during	role-plays.	role-plays.	role-plays.	
	rehearsals.	□ Problem-Solve	Problem-Solve	Problem-Solve	
	Be creative during	practical issues	practical issues	practical issues	
	rehearsals to produce	during rehearsals	during rehearsals	during rehearsals.	
	appropriate performance work.	rehearsals to	rehearsals to	rehearsals to	
	performance work.	produce appropriate	produce appropriate	produce appropriate	
		performance work.	performance work.	performance work.	
		per for munice work.	per for munice work.	per for munice work.	
K		KNOWLEDG	<del>SE</del>		
	I can ALMOST	I SOMETIMES	I can CONFIDENTLY	I CONSISTENTLY	
L LL	(VERBALLY) state	(VERBALLY)	VERBALISE	VERBALISE	
		demonstrate	knowledge of	knowledge of	
		knowledge of			
	□ How to use role-play to	□ How to use role-play	□ How to use role-play	□ How to use role-play	
	enquire & problem solve.	to enquire & problem	to enquire & problem	to enquire & problem	
LICK 2 OFF	Give ideas and creative	solve.	solve and communicate	solve and communicate	
	suggestions for	□ Give ideas and	this as an audience member.	this as an audience member.	
U U	practical work.	creative suggestions for practical work.	Direct others and	Direct others and	
H H		TOT practical work.	suggest how to	suggest how to	
			further creative	further creative	
			practical work.	practical work.	
L					

### Summer Term 2: The Tempest by William Shakespeare

	Launching	Developing	Progressing	Mastering
	Dadnorning	Cereioping		
		SKILLS		
S				
	I can ALMOST	I can SOMETIMES	I can EFFECTIVELY &	I can
			CONSISTENLY	CONFIDENTLY &
				CONSISTENTLY
	□ Work as part of a	Work as part of a	□ Work as part of a	□ Work as part of a
	team.	team.	team.	team.
	Create practically	Create practically	Create practically	Create practically
	characters, physically	characters, physically	characters, physically	characters, physically
	and vocally from	and vocally from	and vocally from	and vocally from
OFF	knowledge of The	knowledge of The	knowledge of The	knowledge of The
Ľ,	Tempest'	Tempest'	Tempest'	Tempest'
O	□ Perform using key	□ Perform using key	□ Perform using key	□ Perform using key
	Drama Skills selecting	Drama Skills selecting	Drama Skills selecting	Drama Skills selecting
Q	the most appropriate	the most appropriate	the most appropriate	the most appropriate
$\sim$	to the audience.	to the audience.	to the audience. Use drama skills such	to the audience. □ Use drama skills such
TICK	as Sound-Scape,	Use drama skills such as Sound-Scape,	as Sound-Scape,	as Sound-Scape,
Ц	Improvisation, and	Improvisation, and	Improvisation, and	Improvisation, and
Ľ	Still Image & Thought	Still Image & Thought	Still Image & Thought	Still Image & Thought
J	Tracking in my Drama	Tracking in my Drama	Tracking in my Drama	Tracking in my Drama
	to communicate my	to communicate my	to communicate my	to communicate my
	practical response to	practical response to	practical response to	practical response to
	my audience.	my audience.	my audience.	my audience.
	□ Practically explore	□ Practically explore	□ Practically explore	□ Practically explore
	the key themes of the	the key themes of the	the key themes of the	the key themes of the
	play and show these in	play and show these in	play and show these in	, play and show these in
	performance.	performance.	performance.	performance.
		KNOWLED	2E	
K				
	I can ALMOST	I SOMETIMES	I can CONFIDENTLY	I CONSISTENTLY
	(VERBALLY) state	(VERBALLY)	VERBALISE knowledge	VERBALISE knowledge
Ĺ	(VERDALLY) STATE	(VERBALLY) demonstrate	of	of
L_		knowledge of	01	01
OFF	Demonstrate	Demonstrate	□ Show comprehensive	□ Show comprehensive
	understanding of the	understanding of the	understanding of plot,	understanding of plot,
Q	Plot & Characters of	Plot & Characters of	character and themes	character and themes
	the play.	the play.	of the play.	of the play.
TICK	Give ideas and	□ Give ideas and	Direct others and	Direct others and
N	creative suggestions	creative suggestions	suggest how to further	suggest how to further
Ë,	for practical work.	for practical work.	creative practical	creative practical