

Long Term Plan: Y8 Performing Arts

Term 1	W/B 10/09	W/B 17/09	W/B 24/09	W/B 01/10	W/B 08/10	W/B 15/10	W/B 29/10	W/B 05/11	W/B 12/11
	Mime and Melodrama	Mime and Melodrama	Mime and Melodrama	Mime and Melodrama	Mime and Melodrama	Mime and Melodrama	Blood Brothers	Blood Brothers	Blood Brothers
	What is Mime? Introducing basic mime skills and techniques of slow motion	Understanding and developing the devices of unison, passing and repetition in a complex mime.	Slpastic comedy and stage fighting techniques in a comedy mime performance	Introduction to melodrama - the stock characters of hero, villain, harlequin and damsel	Assessment Preparation - creating a silent film style scene using stock characters. Adding captions to performance	Assessment performance, feedback and feed forward	Introduction to the story. Exploration of the opening narration	Exploring the characters of Mickey and Eddie - completing a role on the wall	Developing performances as Mickey or Eddie - using a script
Term 2	W/B 31/12	W/B 07/01	W/B 14/01	W/B 21/01	W/B 28/01	W/B 04/02	W/B 11/02	W/B 25/02	W/B 04/03
	Physical Theatre	Physical Theatre	Physical Theatre	Physical Theatre	Physical Theatre	Physical Theatre	Performance Styles	Performance Styles	Performance Styles
	What is Physical Theatre? - introduction to practitioners Peter Brook and Jaques Le Coq and the concept of the Empty Space.	Abstract ideas and suggestion - using objects in creative ways and creating physical structures	Quality of movement and voice - creating characters to represent the elements using voice and movement skills	Developing a dream sequence performance - using vocal effects and physical theatre to create an abstract dream	Assessment Preparation - creating a performance based around the theme 'ordinary people, imaginary world'	Assessment performance, feedback and feed forward	Naturalism and Road Safety - Introduction to Staninslavsky. Developing Drama snapshots.	Brecht, Epic Theate and Immigration - creating performance inspired by news headlines and using placards	Physical Theatre and Peer Pressure - Create movement as an abstract representation of key words and develop by adding transitions
Term 3	W/B 29/04	W/B 06/05	W/B 13/05	W/B 20/05	W/B 03/06	W/B 10/06	W/B 17/06	W/B 24/06	W/B 01/07
	Teachers	Teachers	Teachers	Teachers	Working To A Brief	Working To A Brief	Working To A Brief	Working To A Brief	Working To A Brief
	Multi- Role - Understanding multi-role and applying this to a scripted scene	Stage Plans - how to consturst a stage plan following stage directions in a scripted scene	Assessment Preparation - The final scene, how to contrast comedy and emotional and dramatic performance.	Assessment performance, feedback and feed forward	Devising Workshop - What is devising? Devising work from a range of stimuli	Devising Workshop - Refining and developing initial ideas.	Analysing a Brief - What is the brief asking us? Considering different performance styles to fit a brief	Developing initial ideas - following the brief and the process of planning a performance	Developing initila ideas - first rehearsal. Process of selecting and refining performance material

 For information on assessments



W/B 19/11	W/B 26/11	W/B 03/12	W/B 10/12	W/B 17/12
Blood Brothers	Blood Brothers	Blood Brothers	Blood Brothers	Blood Brothers
Adding conventions to a scripted performance - the bus scene	Exploring attitudes and classism in Blood Brothers - experimenting using status in dramatic performance	Exploring attitudes and classism in Blood Brothers - applying to a scripted scene	Assessment Preparation - The final scene. Creating an emotional and dramatic performance	Assessment performance, feedback and feed forward
W/B 11/03	W/B 18/03	W/B 25/03	W/B 01/04	W/B 08/04
Performance Styles	Performance Styles	Performance Styles	Teachers	Teachers
Verbatim Theatre - understanding what verbatim theatre is and exploring verbatim techniques to create a performance	Assessment preparation - devising performance using stimulus. Choosing an appropriate performance style to suit the stimulus	Assessment performance, feedback and feed forward	Introduction to Teachers - main plot points, characters and an exploration of stereotypes.	Direct Address - understanding direct address and applying this to the opening scene of the play
W/B 08/07	W/B 15/07			
Working To A Brief	Working To A Brief			
Assessment Preparation - developing and rehearsing a final performance that fits with the brief	Assessment performance, feedback and feed forward			

see additional assessment guidance