

Year 7	HT 4	HT 5	HT 6
<b>Unit(s)</b> (Tablet in 39week plan)	Physical Comedy	World Theatre	Elizabethan Theatre
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	Slapstick Commedia dell'arte Exaggerated characterisation Stock Characters Melodrama Aside	Ritual Kabuki Kathakali Bollywood/ Bangra	Supernatural Comedy V Tragedy conventions Context of Elizabethan theatre
<b>Opportunities for Reading</b>	The Deeds of Mr Dastardly	Various Myths and Legends from around the world	Hamlet Romeo & Juliet Macbeth A Midsummer Night's Dream Dr Faustus
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Provides the students with experience of physical comedy from the early twentieth century to today. Students engage with verbal and non-verbal techniques that break down other language barriers.	Offers the students a rich experience of storytelling and language, as well the role of theatre in a variety of different cultures.	Exposes students to the Elizabethan theatre context, including attitudes towards the supernatural & females on stage. Opportunities to explore conventions of tragedy & comedy via text & improvisation.
<b>Strategies to engage and maximise achievement of PP learners</b>	<ul style="list-style-type: none"> <li>• Raising pupil aspirations using engagement/aspirational language</li> <li>• Developing social and emotional competencies</li> <li>• Co-operative learning (structured group work)</li> <li>• Opportunities for visual, aural and kinaesthetic learning</li> <li>• Key terminology/ Aspirational quotes on display</li> <li>• Enrichment opportunities; school production, theatre trips &amp; other performance opportunities</li> </ul>		
<b>Cross Curricular Links</b> (Authentic Connections with other curriculum)	Life skills: Y7 HT1 – self-esteem, HT6 – equality; Y8 HT1&2 – teamwork & relationships	Life skills: Y8 HT6 Global citizens	English: T3 Romeo & Juliet
<b>Key Assessments</b>	Students have engaged with a range of stimuli to develop critical and creative skills; adopting many roles, taking part in improvisation & script work, using various drama forms & strategies effectively to explore and present ideas. At the end of		

each unit students will be assessed on their ability to use the skills and performance strategies explored in each SOW in a performance environment.