

## Year 7 Curriculum Overview Plan: Drama

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Key Theme:</b> Exploration Question: How do you create tension? <b>Storytelling – Darkwood Manor / Blackout / Woman in Black</b></p> <p><b>Prior Learning:</b> Students will recap and recall their Drama exploration skills learned during their storytelling topic at the beginning of their learning journey. Students have prior learning of basic Drama skills and techniques. They should have secured knowledge in</p>	<p><b>Key Theme:</b> Exploration Question: Should Drama entertain or educate? <b>Anti-social Behaviour</b></p> <p><b>Prior Learning:</b> Students will recap and recall their basic Drama exploration skills learned during their storytelling topic from last half term so they can access this Process based Drama topic. Students will have a developing knowledge of how to create tension within a piece of Drama and how to create</p>	<p><b>Key Theme:</b> Exploration Question: What are the consequences in the community? <b>Lauren’s Dilemma</b></p> <p><b>Prior Learning:</b> Students will recap and recall their Drama exploration knowledge so that they can access and experience this ‘rehearsal for life’ Process based Drama topic. Students need to have a secure knowledge in the following basic storytelling techniques: <b>Still Image</b></p>	<p><b>Key Theme:</b> Exploration Question: How do we get from ‘page to stage’? <b>Blood Brothers</b></p> <p><b>Prior Learning:</b> Students need to have a secure knowledge of how to read and analyse a playtext. They will combine this with their exaggerated character development knowledge and roleplay experience.</p> <p><b>Current Learning:</b> <b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p>	<p><b>Key Theme:</b> Exploration Question: How do we devise using a stimulus? <b>Social Media</b></p> <p><b>Prior Learning:</b> Students will recap and recall their exaggerated and over the top style of performance from their silent movies topic from last half term. Students have prior learning of basic drama skills and techniques. They should have secured knowledge in narration, freeze frame, vocal</p>	<p><b>Key Theme:</b> Exploration Question: What does it mean to be a triple threat? <b>Musical Theatre (West Side Story)</b></p> <p><b>Prior Learning:</b> Students will recap and recall their exaggerated and over the top style of performance from their silent movies topic from year 7 and from their musical theatre unit in year also. Students will be expected to recall the knowledge on Gangs and Rivalries</p>

<p>physical theatre, creating tension, narration, freeze frame, vocal expression, roleplay and mime.</p> <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Students will be exploring how to create tension within a piece of Drama using the 'Tension Pyramid' model. Students will take part in a series of ensemble-based performances incorporating devised work and teacher directed work.</p> <p><b>Confidence</b> One of the most significant skills we</p>	<p>suspense for an audience.</p> <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Drama will be used as the vehicle to explore the topic of anti-social behavior and allow students to discover the causes and effects of this negative behavior.</p> <p>There will be a particular focus on gang culture and rivalries with an introduction to a cross curricular link to English with 'Romeo and Juliet'.</p> <p><b>Confidence</b> One of the most significant skills we need to be able to project the best</p>	<p><b>Narration</b> <b>Roleplay</b> <b>Body as Prop</b></p> <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Students will use their knowledge of the Drama exploration techniques to focus on making the right choices and how friendships can be broken if the right choices aren't made.</p> <p>This will allow students to explore the issue of 'doing the right thing' in difficult situations that test friendships.</p> <p><b>Confidence</b> <b>Co-operation</b> <b>Creativity</b></p>	<p>Students will explore this play by 'Willy Russell' and the themes of: <b>Superstition</b> <b>Nature Vs. Nurture</b> <b>Social Class</b> <b>Recession</b> <b>Childhood (being 7).</b></p> <p>They will select and use appropriate Drama techniques to explore each of the different themes within the play. They will be expected to work on a duologue as well as an ensemble performance.</p> <p><b>Roleplay:</b> A fun and a 'playful' technique but also a key component in children's learning. It promotes development in speaking and listening skills, as well</p>	<p>expression, roleplay and mime.</p> <p>Students need to also have a secure knowledge in the following exaggerated performance style techniques: <b>Gestures</b> <b>Movement</b> <b>Facial Expression</b> <b>Gait</b></p> <p>Students will have a basic understanding of rhythm, timing, pace and pitch from their KS3 music lessons.</p> <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Students will be developing their knowledge of</p>	<p>from Half Term 2 earlier in the year.</p> <p>Students will also combine prior learning of basic drama skills with some of their knowledge of movement in unison, canon and dynamics form their Dance learning journey so far.</p> <p>They should have secured knowledge in narration, freeze frame, vocal expression, roleplay and mime.</p> <p>Students will have a basic understanding of rhythm, timing, pace and pitch from their KS3 music lessons.</p>
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<p>need to be able to project the best version of ourselves into the world. Drama/Theatre is one of the most effective means to develop self-confidence.</p> <p><b>Co-operation</b> To be able to work together as part of a team towards a common goal or purpose.</p> <p><b>Creativity</b> Builds leadership and communication skills. Learning to be creative and to ‘think outside the box’ can set you apart from the rest of a group.</p> <p><b>Creating Tension:</b> The buildup of suspense towards a climatic event (often unknown), creating a</p>	<p>version of ourselves into the world. Drama/Theatre is one of the most effective means to develop self-confidence.</p> <p><b>Co-operation</b> To be able to work together as part of a team towards a common goal or purpose.</p> <p><b>Creativity</b> Builds leadership and communication skills. Learning to be creative and to ‘think outside the box’ can set you apart from the rest of a group.</p> <p><b>Communication</b> Communication is using a combination of your performance skills to communicate your ideas and intentions to an</p>	<p><b>Communication</b> <b>Commitment</b> <b>Control</b></p> <p><b>Conscience Alley:</b> To explore and evaluate the range of ideas, motivations, and factors that a character may be thinking about when making a major decision within real or imagined circumstances.</p> <p><b>Angel/Devil:</b> A plot device used for either dramatic effect. The angel represents conscience and the devil represents temptation. This technique involves at least three people (co-operation).</p> <p><b>Still Image:</b> Knowledge of how to practically use Still</p>	<p>as giving students the opportunity to reflect on and develop their knowledge of this topic, whilst sparking and enhancing their creativity and imagination.</p> <p><b>Mime:</b> Knowledge of how to practically use Mime focusing on the use of gestures and facial expressions. Students will learn this historic art form and develop their exploration of the following:</p> <p><b>Developing character or emotion without using the spoken word</b></p> <p><b>Facial Expression</b></p> <p><b>Movement and Gesture</b></p>	<p>performing arts styles, this topic focuses on Musical Theatre to give students the opportunity to experience alternative art forms (dance, singing, acting and storytelling through song).</p> <p>Student’s culture capital will be increased as they will be watching clips from current professional repertoire within the performing arts industry.</p> <p><b>Acting Through Song:</b> The ability to tell a story and act with feeling and emotion appropriate to the choice of song.</p>	<p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Students will be developing their knowledge of performing arts styles, this topic focuses on Musical Theatre with a focus on West Side Story to give students the opportunity to experience alternative art forms (dance, singing, acting and storytelling through song).</p> <p>Student’s culture capital will be increased as they will be watching clips from current professional</p>
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<p>sense of anticipation for the audience and leaving them wanting to know ‘what happens next’ (cliffhanger).</p> <p><b>Body as Prop:</b> Using the body to create inanimate objects on stage. The objects will be personified and come to life.</p> <p><b>Physical Theatre:</b> Knowledge of how to use Physical Theatre where physical movement is the primary method of storytelling.</p> <p><b>Vocal Expression:</b> students will learn how to engage an audience and tell a story using <b>PPPTV</b>. <b>P= Pace</b> – how fast or slow we speak</p>	<p>audience. For example, if you are sad, you must be able to communicate this emotion to the audience; likewise, if you are happy, you must also be able to communicate that emotion.</p> <p><b>Commitment</b> Being resilient and never giving up when a challenge may seem hard or difficult. Trying your best at something and seeing it through to the end no matter what.</p> <p><b>Control</b> Self-control is important when considering spatial awareness in a room. It is also important when we evaluate how we are seen by others.</p>	<p>images. Still Images can be used in a variety of ways: <b>During a long speech</b> - they might be used to punctuate the words with clear imagery. <b>Making the drama onstage more interesting</b> - by adding a visual dimension to the work. <b>Marking the Moment</b> - to explore a key moment in time. <b>Narration:</b> Knowledge of how to practically use this technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or</p>	<p><b>Exploring Plot and Action</b></p> <p><b>Body as Prop:</b> Using the body to create inanimate objects on stage. The objects will be personified and come to life.</p> <p><b>Gait:</b> Gait is a person's manner of walking. The way a performer walks on stage will form part of their characterisation, e.g. an arrogant and high-status character may swagger or strut on stage.</p> <p><b>Exaggerated Physical Expression</b> Focusing on all 4 of the <b>GEMS:</b> <b>Gestures</b> <b>Emotions</b> <b>Movement</b></p>	<p><b>Reading a script:</b> Students will learn that they way in which we read a script is different to that of reading a book or novel.</p> <p><b>Narration:</b> Knowledge of how to practically use this technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.</p> <p><b>Mime:</b> Knowledge of how to practically use Mime focusing on the use of gestures and facial expressions. Students will learn this historic art form and develop</p>	<p>repertoire within the performing arts industry as well as the opportunity to watch clips from the original motion picture production.</p> <p><b>Acting Through Song:</b> The ability to tell a story and act with feeling and emotion appropriate to the choice of song.</p> <p><b>Reading a script:</b> Students will learn that they way in which we read a script is different to that of reading a book or novel.</p> <p><b>Narration:</b> Knowledge of how to practically use this technique whereby one or more</p>
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<p><b>P= Pause</b> – used for dramatic effect and to build up tension</p> <p><b>P= Pitch</b> – how high or low we speak based on character</p> <p><b>T= Tone</b> – choosing an appropriate tone to match the feeling or emotion of a character</p> <p><b>V= Volume</b> – how loud or quiet we speak to create atmosphere and tension</p> <p><b>Still Image / Freeze Frame:</b> Learning an alternative word for still image and developing existing Knowledge of how to practically use Still images. Still Images can be used in a variety of ways: <b>During a long speech</b> - they might be used to punctuate the</p>	<p><b>Physical Theatre:</b> Knowledge of how to use Physical Theatre where physical movement is the primary method of storytelling.</p> <p><b>Creating Tension:</b> The buildup of suspense towards a climatic event (often unknown), creating a sense of anticipation for the audience and leaving them wanting to know ‘what happens next’ (cliffhanger).</p> <p><b>Vocal Expression:</b> students will learn how to engage an audience and tell a story using <b>PPPTV</b>.</p> <p><b>P= Pace</b> – how fast or slow we speak</p> <p><b>P= Pause</b> – used for dramatic effect and to build up tension</p>	<p>the motivations of characters.</p> <p><b>Roleplay:</b> A fun and a 'playful' technique but also a key component in children's learning. It promotes development in speaking and listening skills, as well as giving students the opportunity to reflect on and develop their knowledge of this topic, whilst sparking and enhancing their creativity and imagination</p> <p><b>Body as Prop:</b> Using the body to create inanimate objects on stage. The objects will be personified and come to life.</p> <p><b>Future Learning:</b></p>	<p><b>Speech</b></p> <p><b>Future Learning:</b> This non-naturalistic and exaggerated style of performance is recapped when students study the Musical Theatre topic during half term 6. Once covered in Y8 Blood Brothers topic, this exaggerated style will be interleaved into learning sequences throughout the entire Airedale Academy Drama learning journey. The skills learned here will underpin any of the topics that are relevant to the genre of comedy and where an exaggerated style of performance is required. Particularly when studying some</p>	<p>their exploration of the following:</p> <p><b>Developing character or emotion without using the spoken word</b></p> <p><b>Facial Expression</b></p> <p><b>Movement and Gesture</b></p> <p><b>Exploring Plot and Action</b></p> <p><b>Still Image:</b> Knowledge of how to practically use Still images. Still Images can be used in a variety of ways: <b>During a long speech</b> - they might be used to punctuate the words with clear imagery. <b>Making the drama onstage more interesting</b> - by adding a visual</p>	<p>performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.</p> <p><b>Mime:</b> Knowledge of how to practically use Mime focusing on the use of gestures and facial expressions. Students will learn this historic art form and develop their exploration of the following:</p> <p><b>Developing character or emotion without using the spoken word</b></p> <p><b>Facial Expression</b></p>
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<p>words with clear imagery.</p> <p><b>Making the drama onstage more interesting</b> - by adding a visual dimension to the work.</p> <p><b>Marking the Moment</b> - to explore a key moment in time.</p> <p><b>Mime:</b> Knowledge of how to practically use Mime focusing on the use of gestures and facial expressions. Students will learn this historic art form and develop their exploration of the following:</p> <p><b>Developing character or emotion without using the spoken word</b></p> <p><b>Facial Expression</b></p>	<p><b>P= Pitch</b> – how high or low we speak based on character</p> <p><b>T= Tone</b> – choosing an appropriate tone to match the feeling or emotion of a character</p> <p><b>V= Volume</b> – how loud or quiet we speak to create atmosphere and tension</p> <p><b>Still Image / Freeze Frame:</b> Using Still Image / Freeze Frame and developing existing Knowledge of how to practically use Still images. Still Images can be used in a variety of ways: <b>During a long speech</b> - they might be used to punctuate the words with clear imagery. <b>Making the drama onstage more interesting</b> - by</p>	<p>Process Drama allows students to learn about issues and take lifelong skills into the wider curriculum and wider community. Learning about respect for each other and communicating with kindness are the foundation of the development of the students’ holistic 5-year Drama learning journey. Once covered here in year 8, the Process Drama topics will be interleaved into learning sequences throughout the rest of the Airedale Academy Drama learning journey.</p> <p><b>Assessment Methods:</b></p>	<p>of the key practitioners in year 9 and beyond.</p> <p><b>Assessment Methods:</b></p> <p>Low stakes quizzing using mini whiteboards</p> <p>Questioning</p> <p>Ongoing formative assessment including verbal feedback</p> <p>Questioning</p> <p>Low Stakes Quizzing and use of mini whiteboards</p> <p>Practical Key Assessment against success criteria</p> <p><b>Tier 3 Vocabulary Vault:</b> Co-operation</p>	<p>dimension to the work.</p> <p><b>Marking the Moment</b> - to explore a key moment in time.</p> <p><b>Gait:</b> Gait is a person's manner of walking. The way a performer walks on stage will form part of their characterisation, e.g. an arrogant and high-status character may swagger or strut on stage.</p> <p><b>Choreography:</b> Knowledge of how to create movement to music and to devise original work based on a given stimulus.</p> <p><b>Unison:</b> Where two or more dancers perform the</p>	<p><b>Movement and Gesture</b></p> <p><b>Exploring Plot and Action</b></p> <p><b>Still Image:</b> Knowledge of how to practically use Still images. Still Images can be used in a variety of ways: <b>During a long speech</b> - they might be used to punctuate the words with clear imagery. <b>Making the drama onstage more interesting</b> - by adding a visual dimension to the work. <b>Marking the Moment</b> - to explore a key moment in time.</p> <p><b>Gait:</b></p>
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<p><b>Movement and Gesture</b></p> <p><b>Exploring Plot and Action</b></p> <p><b>GEMS:</b> Gestures Emotions Movement Speech</p> <p><b>Future Learning:</b></p> <p>Storytelling is the foundation of all Drama and therefore the foundation of the students' 5-year Drama learning journey. Students will consistently go back to the questions 'what is storytelling?' and 'how can we create tension?' They will apply their knowledge and practical explorative skills to the next steps on that 5-year</p>	<p>adding a visual dimension to the work.</p> <p><b>Marking the Moment</b> - to explore a key moment in time.</p> <p><b>Mime:</b> Knowledge of how to practically use Mime focusing on the use of gestures and facial expressions. Students will learn this historic art form and develop their exploration of the following:</p> <p><b>Developing character or emotion without using the spoken word</b></p> <p><b>Facial Expression</b></p> <p><b>Movement and Gesture</b></p>	<p>Low stakes quizzing using mini whiteboards</p> <p>Questioning</p> <p>Ongoing formative assessment including verbal feedback</p> <p>Questioning</p> <p>Low Stakes Quizzing and use of mini whiteboards</p> <p>Practical Key Assessment against success criteria</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Co-operation Communication Concentration</p> <p>Kindness Maturity Respect</p>	<p>Communication Concentration</p> <p>Superstition Recession Character Characterisation Exaggerated Exaggeration</p> <p>Expression Physical Facial</p> <p>Roleplay Body as Prop Mime</p> <p>Perform Performance</p> <p>Genre Comedy</p> <p><b>Reading Exposure:</b> Literacy &amp; Numeracy: Blood Brothers playtext. Key words, oracy and performance feedback.</p>	<p>same movement at the same time.</p> <p><b>Dynamics:</b> How the dancer moves: the energy, effort, force or weight that is applied to movement over time</p> <p><b>Future Learning:</b> Musical Theatre as a performance style is revisited again in Y8 and Y9, this learning cycle introduces Musical Theatre at a basic level in preparation for it to be covered again in the future at a deeper level. Students also have the opportunity to attend our 'Performing Arts' extra-curricular club.</p>	<p>Gait is a person's manner of walking. The way a performer walks on stage will form part of their characterisation, e.g. an arrogant and high-status character may swagger or strut on stage.</p> <p><b>Choreography:</b> Knowledge of how to create movement to music and to devise original work based on a given stimulus.</p> <p><b>Unison:</b> Where two or more dancers perform the same movement at the same time.</p> <p><b>Dynamics:</b> How the dancer moves: the energy, effort, force or</p>
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<p>learning journey. Once covered in Y8 these questions will be interleaved into all future learning sequences throughout the entire Airedale Academy Drama learning journey.</p> <p><b>Assessment Methods:</b></p> <p>Low stakes quizzing using mini whiteboards</p> <p>Questioning</p> <p>Ongoing formative assessment including verbal feedback</p> <p>Questioning</p> <p>Low Stakes Quizzing and use of mini whiteboards</p>	<p><b>Exploring Plot and Action</b></p> <p><b>Choral Speech:</b> A group of two or more performers speaking in unison or in canon to narrate a story or part of a story.</p> <p><b>GEMS:</b> Gestures Emotions Movement Speech</p> <p><b>Future Learning:</b></p> <p>Process Drama allows students to learn about issues and take lifelong skills into the wider curriculum and wider community. Learning about respect for each other and communicating with kindness are the foundation of the</p>	<p>Still Image Freeze Frame Conscience Roleplay Body as Prop</p> <p>Character Characterisation</p> <p>Feeling Emotion Decision</p> <p>Perform Performance</p> <p>Tension Suspense</p> <p>Tension Pyramid Dialogue</p> <p>Stimulus Stimuli</p> <p>Feeling Emotion Decision</p>	<p>Incorporating numbers into specific activities.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Repeated skills practice in practical performance through activities, group work and Drama exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning</p>	<p>Musical Theatre is studied as part of Component 1 of the BTEC Performing Arts course, Component 1. The learning cycles at KS3 will prepare the students for studying and performing using these stylistic features in KS4.</p> <p><b>Assessment Methods:</b></p> <p>Low stakes quizzing using mini whiteboards</p> <p>Questioning</p> <p>Ongoing formative assessment including verbal feedback</p> <p>Questioning Low Stakes Quizzing and use of mini whiteboards</p>	<p>weight that is applied to movement over time</p> <p><b>Future Learning:</b></p> <p>Musical Theatre as a performance style is revisited again in Y9 and this learning cycle is a continuation of the introduction of Musical Theatre at a basic level in preparation for it to be covered again in the future at a deeper level. Students also have the opportunity to attend our 'Performing Arts' extra-curricular club.</p> <p>Musical Theatre is studied as part of Component 1 of the BTEC Performing Arts</p>
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<p>Practical Key Assessment against success criteria</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Vocal Expression Pace Pause Pitch Tone Volume</p> <p>Narration Narrator</p> <p>Still Image / Freeze Frame Body as Prop</p> <p>Tension Suspense Climax Rising Action Denouement</p> <p>Mime Roleplay</p> <p>Perform</p>	<p>development of the students' holistic 5-year Drama learning journey. Once recapped here in Y8, Process Drama topics will be interleaved into future learning sequences throughout the entire Airedale Academy Drama learning journey.</p> <p><b>Assessment Methods:</b></p> <p>Low stakes quizzing using mini whiteboards</p> <p>Questioning</p> <p>Ongoing formative assessment including verbal feedback</p> <p>Questioning</p>	<p><b>Reading Exposure:</b></p> <p>Literacy &amp; Numeracy: Real life account of a story, Key words, oracy and performance feedback. Incorporating numbers into specific activities.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Repeated skills practice in practical performance through activities, group work and Drama exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding</p>		<p>Practical Key Assessment against success criteria</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Commitment Control Co-operation Creativity Facial Expression Body Language</p> <p>Libretto Score</p> <p>Actions Energy</p> <p>Exaggeration</p> <p>Focus Projection</p> <p>Levels Unison Canon Dynamics</p>	<p>course, Component 1. The learning cycles at KS3 will prepare the students for studying and performing using these stylistic features in KS4.</p> <p><b>Assessment Methods:</b></p> <p>Low stakes quizzing using mini whiteboards</p> <p>Questioning</p> <p>Ongoing formative assessment including verbal feedback</p> <p>Questioning</p> <p>Low Stakes Quizzing and use of mini whiteboards</p>
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<p>Performance</p> <p><b>Reading Exposure:</b></p> <p>Literacy &amp; Numeracy: The Woman in Black text, Key words, oracy and performance feedback. Incorporating numbers into specific activities.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Repeated skills practice in practical performance through activities, group work and Drama exploration tasks. All 'Do It Now' tasks allow for recap and</p>	<p>Low Stakes Quizzing and use of mini whiteboards</p> <p>Practical Key Assessment against success criteria</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Vocal Expression Pace Pause Pitch Tone Volume</p> <p>Narration Narrator</p> <p>Still Image / Freeze Frame Body as Prop</p> <p>Tension Suspense Climax Rising Action Denouement</p>	<p>through 'Think Ahead' questioning</p>		<p>Ensemble Pitch Rhythm</p> <p><b>Reading Exposure:</b></p> <p>Literacy &amp; Numeracy: Musical Theatre script extracts. Key words, oracy and performance feedback. Incorporating numbers into specific activities.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Repeated skills practice in practical performance through activities, group work and Drama exploration tasks. All 'Do It Now' tasks allow for recap and</p>	<p>Practical Key Assessment against success criteria</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Choral Speech Ensemble Unison Cannon Rhythm Formation Projection</p> <p>Myth Narrator Protagonist Antagonist Character</p> <p>Exaggerate Exaggeration Expression</p> <p><b>Reading Exposure:</b></p> <p>Literacy &amp; Numeracy: West Side Story text &amp; Romeo and Juliet script extracts. Key</p>
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<p>retrieval and promote deeper understanding through 'Think Ahead' questioning.</p>	<p>Mime Roleplay</p> <p>Perform Performance Ensemble Choral Speech</p> <p><b>Reading Exposure:</b></p> <p>Literacy &amp; Numeracy: Romeo and Juliet extracts, Key words, oracy and performance feedback. Incorporating numbers into specific activities.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Repeated skills practice in practical performance through</p>			<p>retrieval and promote deeper understanding through 'Think Ahead' questioning.</p>	<p>words, oracy and performance feedback. Incorporating numbers into specific activities.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Repeated skills practice in practical performance through activities, group work and Drama exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning.</p>
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	<p>activities, group work and Drama exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning.</p>				
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