



**Inclusion** is at the **heart** of our trust

## Long Term/Curriculum Plan

**School:**

**Crosshill School**

**Subject:**

**Drama/Performing Arts Inspire**

# Curriculum Planning

at Oak Learning Partnership



## Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



## Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



## Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Charlie Turner- Arts Lead
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: <b>Inspire, Explore and Discover</b>. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> <li>• <b>Know themselves</b></li> <li>• <b>Possess functional skills</b></li> <li>• <b>Be independent</b></li> <li>• <b>Be good communicators</b></li> <li>• <b>Be curious learners</b></li> <li>• <b>Be prepared for adulthood</b></li> </ul> <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
Subject Intent	<p>At Crosshill, our drama subject intent is to use performance and dramatic techniques to explore and understand diverse human experiences and cultures. Our goal is to empower pupils to express themselves with confidence and creativity while developing a global perspective through the study of drama in various contexts.</p> <p><b>Knowledge and Skills</b></p> <p>The curriculum is designed to build a strong foundation in the core elements of drama, such as character, plot, setting, and theme. By studying dramatic works and traditions from different continents, pupils will learn how these elements are used to tell stories and convey meaning in various cultural contexts. For example, they might compare the use of masks in Ancient Greek theatre with the elaborate makeup of Japanese Kabuki.</p> <p>Pupils will gain practical proficiency in a wide range of dramatic techniques. The intent is to move beyond simple performance and encourage pupils to understand how each technique contributes to storytelling and character development.</p> <ul style="list-style-type: none"> <li>• Acting and Characterisation: Pupils will explore various acting techniques, including improvisation, physical theatre, and vocal work, inspired by practitioners and theatre traditions.</li> <li>• Devising: The curriculum will focus on creating original work, where pupils learn to collaborate, develop ideas, and structure a performance from scratch.</li> <li>• Directing and Staging: Pupils will learn about blocking, stagecraft, and the use of props and lighting to convey mood and narrative.</li> </ul>

	<ul style="list-style-type: none"> <li>Scriptwriting: Students will learn how to write dialogue, develop plot, and create compelling characters, drawing inspiration from different playwrights and storytelling traditions.</li> </ul> <p><b>Technical Theatre:</b> This will involve learning about the technical aspects of production, such as sound and lighting design, to enhance the overall performance.</p> <p><b>Cultural Understanding and Context</b></p> <p>A key part of the intent is to foster cultural empathy and critical thinking. By studying dramatic traditions and theatrical works from around the world, pupils will learn that drama is a reflection of society, history, and personal experience. They'll be encouraged to ask questions about why and how certain performances were created and what they reveal about the human condition. This deepens their appreciation for different cultures and helps them see the world from multiple perspectives. The curriculum aims to ensure pupils understand that storytelling is a universal human trait with endless forms of expression.</p>
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<b>KS1 National Curriculum Aims:</b>	This long term plan draws from the English Programme of Study (Key Stages 1). This element requires pupils to participate in discussions, presentations, performances, role play/improvisations, and debates. The curriculum aims on the plan are derived from teaching pupils to: adopt, create and sustain a range of roles; respond appropriately to others in role; and use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Drama is also widely used as a pedagogical tool to bring other subjects (like History or PSHE) to life and is heavily influenced by the Early Years Foundation Stage (EYFS) emphasis on	<b>KS2 National Curriculum Aims:</b>	The aims on a long-term drama plan are fundamentally drawn from the Spoken Language requirements within the statutory English Programme of Study (Key stages 2) The curriculum mandates that pupils should participate in and gain knowledge, skills, and understanding associated with the artistic practice of drama. Specifically, they must be taught to: adopt, create, and sustain a range of roles; improvise, devise, and script drama for one another and a range of audiences; and rehearse, refine, share, and respond thoughtfully to drama and theatre performances. This cross-curricular approach ensures drama	<b>KS3 National Curriculum Aims:</b>	The curriculum aims for Drama at Key Stage 3 are primarily anchored in the statutory National Curriculum for English, focusing on the development of spoken language, literacy, and interpersonal skills. Pupils are taught to speak confidently and effectively in both formal and informal contexts, using dramatic techniques to explore ideas, texts, and social issues. This involves learning to adopt, create, and sustain a range of roles, as well as improvising and devising drama to explore various themes. Beyond these linguistic requirements, the KS3 curriculum aims to provide a rigorous artistic foundation centered on the "three pillars" of creating, performing, and responding. Students learn to use stagecraft and theatrical conventions to make original work, refine their physical and vocal expression for performance, and	<b>KS4 National Curriculum Aims</b>	<p>The aims of this long-term drama plan are fundamentally aligned with the Arts Award Bronze Level 1 specification. Moving beyond general curriculum mandates, the plan focuses on empowering students to develop as independent practitioners through four key areas of artistic growth. Specifically, the curriculum is structured to ensure pupils:</p> <ul style="list-style-type: none"> <li>Explore the Arts as a Participant: Develop and track their individual progress in specific drama techniques, from physical theatre to vocal characterization.</li> <li>Explore the Arts as an Audience Member: Experience live or recorded</li> </ul>
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	imaginative and structured role play and Communication and Language development.		is used to develop and order ideas, enhance understanding through speculating and exploring ideas, and increase fluency and expression in spoken English, with the long-term plan sequencing activities like hot-seating and scripting to build towards these goals across Years 3 to 6.		develop the critical vocabulary necessary to evaluate both their own work and professional live theatre. Ultimately, these aims are designed to build a spiral of progression—moving from basic studio etiquette in Year 7 to the study of complex practitioners and scripts in Year 9—ensuring students develop the collaborative and creative confidence required for both KS4 study and life beyond the classroom.		<p>professional performances, developing the critical vocabulary to review and reflect on the work of others.</p> <ul style="list-style-type: none"> <li>• Research Arts Heroes and Pioneers: Investigate the careers and influence of professional practitioners, linking their findings to their own creative aspirations.</li> <li>• Arts Leadership (Part D): Take agency by passing on a drama skill to others, demonstrating clear communication, planning, and reflective practice.</li> </ul> <p>This vocational approach ensures that drama is not just a classroom activity, but a pathway to the creative industries. The long-term plan sequences these units to build a comprehensive portfolio, moving from skill acquisition in the first term to peer-to-peer leadership and final moderation by the end of the course.</p>
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<b>Topic and Time Allocated</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b> <b>Arts Award Bronze</b>	<b>Year 11</b> <b>Arts Award Bronze</b>
<b>Year 1: Autumn A</b>	<b>Topic:</b> All About Me- Introduction to drama techniques	<b>Topic:</b> Exploring Physical Theatre – Darkwood manor	<b>Topic:</b> Silent Movies – Charlie Chaplin	<b>Topic:</b> Part A Explore the Arts as a Participant	<b>Topic:</b> Part A Explore the Arts as a Participant
	<b>Knowledge:</b> I will understand basic meoldrama techniques.  I will develop a confidence to perform in front of others.  I will understand the elements of successful speaking and listening.  I will understand that adjectives can describe appearance and express preference.	<b>Knowledge:</b> I will role-play – Rehearse and plan a scene in a situation or dilemma.  I will improvise a spontaneous scene and character creation.  I will create a character through use of voice and movement.  I will practice Hot-Seating - Being questioned in role.  I will practice devising - Where you create an original performance that does not start with a script.  I will experiment with climax and anti-climax to create tension.	<b>Knowledge:</b> I will understand that biographies contain key information about a person, including recall of personal events and experiences.  I will develop the ability to plan and sequence an effective physical routine and movement, without any dialogue.  I will develop the to convey a clear plot successfully to the audience by using non-verbal communication.  I will be able to establish confidence when using objects in	<b>Matilda the Musical</b> <b>Knowledge:</b>  I will plan an arts challenge that develops my skills.  I will implement and review the success of my challenge.  I will review an arts event and share my views.  I will research careers and future opportunities in the arts	<b>Oliver</b> <b>Knowledge:</b>  I will plan an arts challenge that develops my skills.  I will implement and review the success of my challenge.  I will review an arts event and share my views.  I will research careers and future opportunities in the arts

		I will use light and setting to build tension.	<p>mime – focusing on position in space, weight, size and shape to create a successful interpretation.</p> <p>Develop communication skills when working as a team to listen, share and advise with peers.</p> <p>Develop mixed media skills when filming and editing scenes and performance together</p>		
	<b>Skills:</b> <ul style="list-style-type: none"> <li>• I can engage in structured partner-talk activities.</li> <li>• I can identify features of a character in a familiar story and pantomime.</li> <li>• I can perform in front of others.</li> <li>• I can say a sentence through movement.</li> <li>• I can understand the meaning of melodrama.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• I can present a short script to a group.</li> <li>• I can listen and respond appropriately in a group hot seating activity.</li> <li>• I can ask questions to explore similarities and differences between my characters and others.</li> <li>• I can plan short character descriptions.</li> <li>• I can perform without a script.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• I can take part in role-play activities without using speech.</li> <li>• I can read aloud extracts from an autobiography.</li> <li>• I can draw inference from a biography written about Charlie Chaplin.</li> <li>• I can proofread my written performance.</li> <li>• I can perform using a range of props.</li> <li>• I can document my</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• I can take part in discussions with peers and external adults.</li> <li>• I can take part in a range of drama workshops which will develop my skills.</li> <li>• I can comment on the work that I have created through peer-on-peer assessments and presentations.</li> <li>• I can talk about an arts event and share my views.</li> <li>• I can research careers and future opportunities in the arts.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• I can analyse purpose, audience and tone</li> <li>• I can plan, draft and write a script</li> <li>• I can use a clear structure and include appropriate organisational</li> <li>• I can vary vocabulary and sentence structure for effect</li> <li>• I can speak clearly and engage an audience adapting tone for an audience</li> <li>• I can listen actively when others are performing</li> </ul>

			performance using cameras.		
Year 1: Autumn B	<b>Topic:</b> Oh no you didn't! Pantomimes	<b>Topic:</b> 12 Days of Christmas	<b>Topic:</b> Story telling	<b>Topic:</b> Part A- Explore the arts as a participant  <b>Matilda the musical</b>	<b>Topic:</b> Part A- Explore the arts as a participant  <b>Oliver</b>
	<b>Knowledge:</b> I will understand that a performance is the expression of thoughts, feelings and experiences.  I will develop my confidence to be a part of a pantomime.  To understand how meaning is communicated through use of voice and dialogue  To understand the meaning of stock characters and be able to apply stock characterisation  To develop productive rehearsal skills.  To develop appropriate performance skills.  To be able to perform segments of script from memory  To understand the basic generic conventions of	<b>Knowledge:</b> I will understand that songs use powerful adjectives, nouns and verbs to create imagery.  I will understand that songs can describe real or imagined things using the senses.  I will understand that similes and alliteration are tools used for effect.  I will use mixed media to make props to support my performance.  I will learn how to rehearse and practice with a supporting buddy.  I will speak communicate clearly on a stage.	<b>Knowledge:</b> I will understand that stories have themes, tone and mood that can be interpreted.  I will understand that performance can enhance meaning through voice and expression.  I will develop the ability to stay in character and role.  I will collaborate with others.  I will learn how to tell a story through body language, facial expression, movement, vocal techniques	<b>Knowledge:</b>  <b>Unit 1:</b> I will plan an arts challenge that develops my skills.  I will implement and review the success of my challenge.  I will review an arts event and share my views.  I will research careers and future opportunities in the arts	<b>Knowledge:</b>  <b>Unit 1:</b> I will plan an arts challenge that develops my skills.  I will implement and review the success of my challenge.  I will review an arts event and share my views.  I will research careers and future opportunities in the arts



	Pantomime and Victorian stage Melodrama				
	<b>Skills:</b> <ul style="list-style-type: none"> <li>I can recognise when to join in.</li> <li>I can identify repeating words or phrases in pantomimes.</li> <li>I can read some simple rhyming couplets</li> <li>I can perform short rhyming poems using voice and action</li> <li>I can share simple personal responses performances with support (I liked... it made me feel)</li> <li>I can understand the basics in acting.</li> <li>I can act as a character for a performance.</li> <li>I can help create the pantomime performance.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>I can write a short, free verse poem using a chosen image.</li> <li>I can perform a favourite line or verse with expression</li> <li>I can respond to simple questions about mood, setting or the subject.</li> <li>I can create a verse related to the 12 days of Christmas, using adjectives and alliteration.</li> <li>I can create a range of props to support my performance.</li> <li>I can perform in front of an audience.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>I can discuss the message and begin to identify the themes in a story.</li> <li>I can work in a group to prepare and perform a group performance.</li> <li>I can perform and tell a story with a theme.</li> <li>I can become a character using drama skills and techniques.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>I can take part in discussions with peers and external adults.</li> <li>I can take part in a range of drama workshops which will develop my skills.</li> <li>I can comment on the work that I have created through peer-on-peer assessments and presentations.</li> <li>I can talk about an arts event and share my views.</li> <li>I can research careers and future</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>I can take part in discussions with peers and external adults.</li> <li>I can take part in a range of drama workshops which will develop my skills.</li> <li>I can comment on the work that I have created through peer-on-peer assessments and presentations.</li> <li>I can talk about an arts event and share my views.</li> <li>I can research careers and future</li> </ul>
Year 1: Spring A	<b>Topic:</b> Stepping into Greece Theatre	<b>Topic:</b> Characters and improvisation	<b>Topic:</b> Melodrama and Soaps.	<b>Topic:</b> <b>Part B:</b> Explore the arts as an audience member	<b>Topic:</b> <b>Part B:</b> Explore the arts as an audience member
	<b>Knowledge:</b>	<b>Knowledge:</b>	<b>Knowledge:</b>	<b>Knowledge:</b>	<b>Knowledge:</b>

	<p>I will know what Greek theatre is and to demonstrate its theories.</p> <p>I will compare the similarities and differences between Greek Theatre and Medieval Theatre.</p> <p>I will experiment with the use of masks and stock characters.</p> <p>I will understand the stories of some Greek myths and legends.</p> <p>I will understand that dialogue shows what a character is saying.</p> <p>I will understand that illustrations and words can work together to tell a story.</p> <p>I will understand that discussing a story helps us to understand it.</p>	<p>I can explore different improvisation, freeze frame techniques and acting methods, and their purpose.</p> <p>I will apply an understanding of facial expressions and body language over a range of tasks.</p> <p>I can analyse and conclude short acting pieces from a character's point of view.</p> <p>I will understand that characters make choices which affect what happens next.</p> <p>I will understand that an audience can form personal responses and have different opinions about characters and choices.</p>	<p>I will understand that characters often hide their real feelings and motives.</p> <p>I will understand that writers use clues like body language, dialogue and actions to suggest meaning.</p> <p>I will understand that themes run throughout a story.</p> <p>I will understand that description uses figurative language like simile and personification for effect.</p> <p>I will understand that chapters and scenes build tension and emotion.</p> <p>I will understand that readers must infer meaning by reading between the lines.</p> <p>I will understand how to tell a story which is exaggerated and uses comedy.</p> <p>I will understand how to interpret audience participation.</p>	<p>I will experience of one or more arts events/ experiences.</p> <p>I will reflect on the quality of the arts event//experience.</p> <p>I will voice my opinion about the arts event/ experience.</p> <p>I will communicate my view and reflection to others.</p>	<p>I will experience of one or more arts events/ experiences.</p> <p>I will reflect on the quality of the arts event//experience.</p> <p>I will voice my opinion about the arts event/ experience.</p> <p>I will communicate my view and reflection to others.</p>
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			<p>I will gather costumes, props, and visuals.</p> <p>Speaking confidently and effectively through storytelling.</p> <p>I can participate in a short performance by rehearsing and performing.</p>		
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can listen to a story</li> <li>• I can sequence 3-5 events from a story using pictures of simple sentences</li> <li>• I can identify characters by name and perform one thing they do or feel</li> <li>• I can write short character or setting descriptions using basic adjectives</li> <li>• I can role-play a key event or scene.</li> <li>• I can ask and answer simple questions about a character's actions and feelings during a hot seat activity</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can identify a characters' action, choice or feeling and explain it</li> <li>• I can use talk-frames to discuss the choices of characters</li> <li>• I can perform a short dialogue or scene, beginning to adapt character voices through improvisation.</li> <li>• I can begin to answer simple inference questions- why? Did? How do you know?</li> <li>• I can use a range of improvisation techniques when creating a performance.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can predict what might happen next.</li> <li>• I can compare characters' actions and choices.</li> <li>• I can perform a character monologue with appropriate tone and emotion.</li> <li>• I can remember the props and costumes that my chosen character is to us.</li> <li>• I can perform using exaggeration and slapstick techniques.</li> <li>• I can use audience</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can be a respectful audience member.</li> <li>• I can discuss the events of the performance.</li> <li>• I can reflect on the performance.</li> <li>• I can communicate my likes and dislikes of the performance to others.</li> <li>• I can compare different arts events.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can be a respectful audience member.</li> <li>• I can discuss the events of the performance.</li> <li>• I can reflect on the performance.</li> <li>• I can communicate my likes and dislikes of the performance to others.</li> <li>• I can compare different arts events.</li> </ul>

	<ul style="list-style-type: none"> <li>I can use masks to represent characters to represent stock characters.</li> <li>I can understand what Greek theatre is.</li> </ul>		participation to support my performance.		
Year 1: Spring B	<b>Topic:</b> Cluedo	<b>Topic:</b> Titanic	<b>Topic:</b> Social Response	<b>Topic: Part C Arts Inspiration</b>  <b>Exploring my favourite artist or singer.</b>	<b>Topic: Part C Arts Inspiration</b>  <b>Exploring my favourite artist or singer.</b>
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>How to present a snapshot of an open-ended narrative to the audience.</li> <li>How to create and convey the real emotions and feelings of life like characters.</li> <li>How to build drama to enhance the effect, such as using pauses, silences, cues and overlapping dialogue to create tension.</li> <li>Being able to experiment with the genre and structure of performance and</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>I will understand the story of titanic.</li> <li>I will know the historical and social context of the poor and rich divide.</li> <li>I will know how to perform with empathy.</li> <li>I will know how to use props and costumes to show the social context divide.</li> <li>I will know how to create a monologue that shows empathy.</li> <li>I will know how to use sound to add effect.</li> <li>I will know how to project my voice.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>I will understand key events from around the world.</li> <li>I will know when an event or action is wrong.</li> <li>I will know how to write as a character.</li> <li>I will know the implications of a wrong action.</li> <li>I will know how to read with intent.</li> <li>I will know how to incorporate the audience in my performance.</li> </ul>	<b>Knowledge: Unit 1:</b> <ul style="list-style-type: none"> <li>I will know how research into, and appreciation of, the work of an artist, craftsperson or arts practitioner</li> <li>I will discuss what I have learnt from the research into the person's arts practice, career, life and work</li> </ul>	<b>Knowledge: Unit 1:</b> <ul style="list-style-type: none"> <li>I will know how research into, and appreciation of, the work of an artist, craftsperson or arts practitioner</li> <li>I will discuss what I have learnt from the research into the person's arts practice, career, life and work</li> </ul>

	organise performances with a variation of structure (linear, chronological, episodic) for effect.				
	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Develop ability to create a realistic character, based on family stock characters, and themes, as found in a Soap Opera.</li> <li>• Develop the awareness of the audience and explore how to compliment the need for sensitive and real topics and themes to be explored.</li> <li>• Develop the skill on how to add physical stage fighting to a performance, in a safe way, to convey a physical altercation.</li> <li>• Develop success when blocking movement in rehearsal and layering different elements of performance to</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• I can convey emotion in performance.</li> <li>• I can show contrast</li> <li>• improvisation.</li> <li>• I can use costumes and props to highlight the social divide in the characters.</li> <li>• I can use voice, characterisation and role play to build tension.</li> <li>• I can work with a narrator.</li> <li>• I can use monologues to support my performance.</li> <li>• I can develop my understanding of accents.</li> <li>• I can use body language and facial expressions to show fear and empathy. I can project my voice to show emotion.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• I can write about key events around the world.</li> <li>• I can say when an action is wrong.</li> <li>• I can know the implications of different actions.</li> <li>• I can write a diary entry as a character.</li> <li>• I can get into the character from an event.</li> <li>• I can use audience reactions to enhance my performance.</li> <li>• I can speak with passion and empathy.</li> <li>• I can show empathy in my facial expressions.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• I can carry out simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner.</li> <li>• I can say what I have learnt from the research into the person's arts practice, career, life and work.</li> <li>• I can carry our simple research into, and appreciation of, the work of an artist, craftsperson and practitioner.</li> <li>• I can say what I have learnt from the research into the person's arts career, life and work.</li> <li>• I can experience of one or more arts events e.g. film, play, concert, musical, arts exhibition.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• I can carry out simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner.</li> <li>• I can say what I have learnt from the research into the person's arts practice, career, life and work.</li> <li>• I can carry our simple research into, and appreciation of, the work of an artist, craftsperson and practitioner.</li> <li>• I can say what I have learnt from the research into the person's arts career, life and work.</li> <li>• I can experience of one or more arts events e.g. film, play, concert,</li> </ul>

	<p>add depth to the narrative.</p> <ul style="list-style-type: none"> <li>• Develop communication skills when working as a team to listen, share and advise with peers.</li> <li>• Develop the ability to end a performance with a cliffhanger to leave the audience gripped.</li> </ul>			<ul style="list-style-type: none"> <li>• I can reflect on personal enjoyment and quality of the arts event(s).</li> <li>• I can participate in discussion about the arts event.</li> </ul>	<p>musical, arts exhibition.</p> <ul style="list-style-type: none"> <li>• I can reflect on personal enjoyment and quality of the arts event(s).</li> <li>• I can participate in discussion about the arts event.</li> </ul>
Year 1: Summer A	<p><b>Topic:</b></p> <p>Mime and Physical Theatre</p>	<p><b>Topic:</b> Puppets</p>	<p><b>Topic:</b> fairy tales</p>	<p><b>Topic: Part D</b></p> <p>Arts skills share – passing on arts skills to others</p>	<p><b>Topic: Part D</b></p> <p>Arts skills share – passing on arts skills to others</p>
	<p><b>Knowledge:</b></p> <p>I will understand comedy and mime.</p> <p>I will demonstrate an understanding of how humans communicate without speech.</p> <p>I will know and understand the key features of Mime and their links with Physical Theatre and Commedia dell' Arte.</p> <p>I will demonstrate performance skills</p>	<p><b>Knowledge:</b></p> <p>I will understand that strong speaking includes the use of volume, tone and eye contact.</p> <p>I will create and decorate meaningful and thoughtful puppets.</p> <p>I will use speech and movement to give life to puppets.</p> <p>I will use puppets to find a voice for themselves.</p> <p>I will create a puppetry act with another pupil.</p>	<p><b>Knowledge:</b></p> <p>I will understand how to devise and write a script</p> <p>I will understand the role of a narrator.</p> <p>I will understand how to adapt and change stories.</p> <p>I will know how to dramatize a fairytale.</p> <p>I will listen to others suggestions.</p>	<p><b>Knowledge:</b></p> <p>I will identify an arts leadership role and plan an arts project</p> <p>I will be an effective arts leader, including dealing with practical issues and working effectively with others.</p> <p>I will review my project and leadership abilities</p> <p>I will recognise &amp; discuss leadership skills</p>	<p><b>Knowledge:</b></p> <p>I will identify an arts leadership role and plan an arts project</p> <p>I will be an effective arts leader, including dealing with practical issues and working effectively with others.</p> <p>I will review my project and leadership abilities</p> <p>I will recognise &amp; discuss leadership skills</p>

	<p>through a devised comedy performance.</p> <p>I will understand and demonstrate how to develop own and others work.</p> <p>I will be able to use simple physical theatre techniques for effect</p> <p>I will understand that listening and engaging in other performances will help me to understand them.</p>		<p>I will listen to the cues of others when saying my line.</p>	<p>I will choose a skills share activity and justify the reasons for their choice</p> <p>I will plan my skill share activity</p>	<p>I will choose a skills share activity and justify the reasons for their choice</p> <p>I will plan my skill share activity</p>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can communicate without using speech.</li> <li>• I can perform a comedic performance using mime techniques.</li> <li>• I can state one fact regarding the origin of mime.</li> <li>• I can carefully observe another performance.</li> <li>• I can develop the use of physical theatre techniques.</li> <li>• I can create a performance that</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can plan a short performance on a topic of interest</li> <li>• I can present a short performance on a topic of interest</li> <li>• I can work in pairs to perform.</li> <li>• I can understand what a puppet is and how to create sock, paper and found object puppets.</li> <li>• I can learn how to create life in inanimate objects.</li> <li>• I can learn how to create meaning through a puppet's</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can write a script.</li> <li>• I can participate in a group performance and follow cues.</li> <li>• I perform with different tones.</li> <li>• I can decide on the narrator for the play.</li> <li>• I can dramatize the story using different drama skills and techniques.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can identify the key instructions for my activity</li> <li>• I can use clear and projected voice</li> <li>• I can use appropriate body language and facial expression.</li> <li>• I can lead an activity with confidence</li> <li>• I can give clear verbal instructions</li> <li>• I can give clear physical prompts</li> <li>• I can rehearse and refine their activity</li> <li>• I can reflect on my own performance identifying their</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can identify the key instructions for my activity</li> <li>• I can use clear and projected voice</li> <li>• I can use appropriate body language and facial expression.</li> <li>• I can lead an activity with confidence</li> <li>• I can give clear verbal instructions</li> <li>• I can give clear physical prompts</li> <li>• I can rehearse and refine their activity</li> </ul>

	<p>will build suspense.</p> <ul style="list-style-type: none"> <li>I can take part in a simple, scaffolded role-play activity, giving simple advice or recommendations</li> <li>I can speak to the class to explain or advise, using a visual aid.</li> </ul>	<p>creation and manipulation.</p> <ul style="list-style-type: none"> <li>I can make puppets with a personal meaning.</li> <li>I can bring life to puppets by expressing thoughts and feelings through any object.</li> </ul>		<p>strengths, the skills and areas for development</p> <ul style="list-style-type: none"> <li>I can reflect on the performances of others identifying their strengths the skills and areas for development</li> <li>I can reflect on my personal enjoyment and quality of an arts event(s)</li> <li>I can participate in a discussion about the arts event(s)</li> </ul>	<ul style="list-style-type: none"> <li>I can reflect on my own performance identifying their strengths, the skills and areas for development</li> <li>I can reflect on the performances of others identifying their strengths the skills and areas for development</li> <li>I can reflect on my personal enjoyment and quality of an arts event(s)</li> <li>I can participate in a discussion about the arts event(s)</li> </ul>
Year 1: Summer B	<p><b>Topic:</b> Harry potter and the Cursed Child</p> <p><b>Knowledge:</b> I will understand that plays are stories, written to be performed, not just read.</p> <p>I will understand that characters have feelings, actions and voices.</p> <p>I will understand that scripts are made up of character names, dialogue, and simple stage directions.</p>	<p><b>Topic:</b> The lion king- Behaving like animals.</p> <p><b>Knowledge:</b> I will understand an author's craft (character, setting, mood) and describe in terms of anthropomorphism how animals are often represented by human qualities.</p> <p>I will explore and discuss characterisation, narrative devices and figurative language.</p>	<p><b>Topic:</b> Curtain Up: Discovering Shakespeare</p> <p><b>Knowledge:</b> I will understand that Shakespeare used figurative and poetic language.</p> <p>I will understand that Shakespeare's plays include themes such as ambition, power and conflict.</p> <p>I will understand that characters speak in soliloquies,</p>	<p><b>Topic: Part D</b> Arts skills share – passing on arts skills to others</p> <p><b>Knowledge:</b> I will identify an arts leadership role and plan an arts project</p> <p>I will be an effective arts leader, including dealing with practical issues and working effectively with others.</p> <p>I will review my project and leadership abilities</p> <p>I will recognise &amp; discuss leadership skills</p>	<p><b>Topic: Part D</b> Arts skills share – passing on arts skills to others</p> <p><b>Knowledge:</b> I will identify an arts leadership role and plan an arts project</p> <p>I will be an effective arts leader, including dealing with practical issues and working effectively with others.</p> <p>I will review my project and leadership abilities</p> <p>I will recognise &amp; discuss leadership skills</p>



	<p>I will know that you can express a character's feelings through voice and action.</p>	<p>I will understand that characters' actions lead to consequences in a scene.</p> <p>I will understand that dialogue reveals characters' thoughts and relationships.</p> <p>I will understand that stage directions show actors how to move or speak.</p> <p>I will understand the difference between narration and dialogue.</p> <p>I will speak confidently and effectively.</p>	<p>monologues and dialogue.</p> <p>I will know that old language can be understood through tone, rhythm, gesture and context.</p>	<p>I will choose a skills share activity and justify the reasons for their choice</p> <p>I will plan my skill share activity</p>	<p>I will choose a skills share activity and justify the reasons for their choice</p> <p>I will plan my skills share activity</p>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can recognise when a character is speaking in a simple script</li> <li>• I can follow dialogue cues in a simple script</li> <li>• I can use voice, gesture and facial expression to perform single lines from a playscript</li> <li>• I can read short lines with growing fluency and expression</li> <li>• I can sequence events in a</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can identify and explain a character's choice or action in a scene</li> <li>• I am beginning to read with intonation to show character emotion</li> <li>• I can act out short scenes in a role-play scenario</li> <li>• I can participate in small group performances with rehearsed lines.</li> <li>• I will speak confidently.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can read short, adapted scenes using tone and emphasis</li> <li>• I can describe a character's feelings or motivation using evidence from the text</li> <li>• I can perform short monologues or paired scenes using expressive voice and body language</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can identify the key instructions for my activity</li> <li>• I can use clear and projected voice</li> <li>• I can use appropriate body language and facial expression.</li> <li>• I can lead an activity with confidence</li> <li>• I can give clear verbal instructions</li> <li>• I can give clear physical prompts</li> <li>• I can rehearse and refine their activity</li> <li>• I can reflect on my own performance</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can identify the key instructions for my activity</li> <li>• I can use clear and projected voice</li> <li>• I can use appropriate body language and facial expression.</li> <li>• I can lead an activity with confidence</li> <li>• I can give clear verbal instructions</li> <li>• I can give clear physical prompts</li> <li>• I can rehearse and refine their activity</li> </ul>

	<p>scene, and retell what happens</p> <ul style="list-style-type: none"> <li>I can write a short sentence for a character in a simple playscript template</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the meaning of anthropomorphism</li> </ul>	<ul style="list-style-type: none"> <li>I can write a modern version of a short scene</li> <li>I can use sentence starters to compare two characters' choices or reactions</li> <li>I can ask and answer questions about themes in a scene</li> </ul>	<p>identifying their strengths, the skills and areas for development</p> <ul style="list-style-type: none"> <li>I can reflect on the performances of others identifying their strengths the skills and areas for development</li> <li>I can reflect on my personal enjoyment and quality of an arts event(s)</li> <li>I can participate in a discussion about the arts event(s)</li> </ul>	<ul style="list-style-type: none"> <li>I can reflect on my own performance identifying their strengths, the skills and areas for development</li> <li>I can reflect on the performances of others identifying their strengths the skills and areas for development</li> <li>I can reflect on my personal enjoyment and quality of an arts event(s)</li> <li>I can participate in a discussion about the arts event(s)</li> </ul>
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