



**Pathway 2-4
'Year 3-5'**

Year '10.1'

Autumn Term 1 up to Spring half Term of Term 2

Learning Intention: The Greatest Show!

The intention of this SoW is to develop knowledge and understanding of the key parts of creating and performing in a show. Pupils study the History of performance looking at Roman Amphitheatres and the Circus. They create a performance inspired by the film 'The Greatest Showman!' Develop their knowledge of drama movement, miming, voice skills and look at how props, lighting and sound effects can be added into the final performance. Pupils also develop their script writing, and prop making skills and start to consider how these link to professional practice in the theatre. Pupils can gain an AQA Entry Level unit award in 'Preparing a Prop for A School Production' by following this course.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

Starting to:

- Improve ICT skills and confidence in the ability to participate in group work
- Develop understanding of time periods.
- Build confidence in drama games and group interaction.
- Be able to analyse more abstract information

Improving the ability to:

- Improve ICT skills and the ability to multitask thought processing and typing skills
- Develop opinions and understanding of how time periods can affect opinions.
- Building confidence through sharing ideas rehearsals, drama games and performance.
- Develop understanding of different job roles within

Exploring the ability to:

- Improve the ability to write and refine a script and explore ICT skills. Develop the ability to produce quality written work independently.
- Empart opinions and knowledge on learning to support other people in their learning
- Sharing ideas through rehearsals and drama games building on prior knowledge and developing leadership

		Drama	skills <ul style="list-style-type: none"> ● Begin making connections on how job roles onstage and backstage can lead to employment opportunities
Knowledge:	<p>Develop understanding of aspects the following Knowledge:</p> <ul style="list-style-type: none"> ● Develop Knowledge of the Circus History ● Develop basic understanding of roles within the circus, ● Recognise Roman Amphitheatres, ● Discuss Greatest showman and History of characters like Tom Thumb 	<p>Develop a competent understanding of a range of the following Knowledge:</p> <ul style="list-style-type: none"> ● Develop Knowledge of Circus History observing some differences between then and now ● Develop understanding of a range of roles within the circus, naming a range of characters ● Recognise Roman Amphitheatres, showing knowledge of different Eras ● Discuss Greatest showman. Show knowledge of different character types ● Discuss History of character like Tom Thumb and how they might have felt 	<p>Develop a confident understanding of a range of the following Knowledge:</p> <ul style="list-style-type: none"> ● Develop Knowledge of Circus History observing key differences between then and now ● Develop clear understanding of roles within the circus, naming a range of characters and describing their roles or actions ● Recognise Roman Amphitheatres, showing knowledge of different Eras, explaining differences clearly ● Discuss Greatest showman. Show knowledge of different character types and their intentions ● Discuss History of characters like Tom Thumb and how he might have felt showing empathy
Key Skills:	<p>Develop ability to interact with or use a range of the following skills with support:</p>	<p>Develop a competent ability to use a range of the following skills with some support:</p>	<p>Develop a confident ability to use a range of the following skills independently:</p>

- Develop Research skills using ICT and developing basic topic discussion skills on: The Greatest Showman, The Circus, Roman Amphitheatres and TomThumb
- Develop-Group work skills some interaction with peers in drama games and copying adults
- Improve script writing using ICT and modelled sentences
- Improve Prop making Skills with support - Internal certificate
- Improve evaluation and review skills for performance Identifying clear areas of success or development

- Develop Research skills using ICT and developing a range topic discussion skills including asking and answering a range of questions on: The Greatest Showman, The Circus, Roman Amphitheatres and TomThumb
- Develop-Group work skills consistent interaction with peers in drama games and some adult support
- Improve script writing using ICT and modelled longer sentences
- Improve Prop making selecting materials and refining with some support Skills-AQA Certification
- Improve evaluation and review skills for performance consistently Identifying areas of success and development

- Develop Research skills using ICT and developing a range topic discussion skills including consistently asking and answering a range of questions on: The Greatest Showman, The Circus, Roman Amphitheatres and TomThumb
- Develop-Group work skills confident interaction with peers, leading and supporting in drama games mostly independently
- Improve script writing using ICT and longer sentences and paragraphs
- Develop Prop making selecting materials and refining mostly independently Skills-AQA Certification
- Develop evaluation and review skills for performance confidently Identifying areas of success and development and exploring wider learning and ideas

<p>Language and/or communication skills:</p>	<p>To start to use subject related language with some accuracy:</p> <p>Character: Performer TomThumb</p> <p>Description: Smaller Larger</p> <p>Scene/Set: Circus Roman Greatest Showman</p> <p>Voice: Voice Action Movement Quiet</p> <p>Script Writing: Idea Type Character</p>	<p>To use subject related language with increased regularity and accuracy:</p> <p>To use subject related language with increased regularity and accuracy:</p> <p>Character: Acrobat Trapeze-Artist Tightrope-walker</p> <p>Description: Heavy Light</p> <p>Scene/Set: Place Interview Different Time</p> <p>Voice: Pitch Volume</p> <p>Script Writing: Imagination Role</p>	<p>To explore subject related language with confidence and fluency:</p> <p>Character: Acrobat Trapeze-Artist Tightrope-walker</p> <p>Description: Smallest Largest Heaviest Largest</p> <p>Scene/Set: Location Lighting Sound Effect Era</p> <p>Voice: Timing Silent Movie</p> <p>Script Writing: Scene Plot</p>
<p>Curricular Links</p>	<p>SMSC/PSHCE- personal and social development linked to understanding people from different Era’s Roman times and Victorian England and the challenges people faced and overcame, working together to script write and put on a performance. Moral discussions on how we should treat others and considering what rights people/citizens should have. What was acceptable in the past is not necessarily still acceptable.</p> <p>English Developing interest in stories characters and reading</p> <p>Art developing basic painting and 3d making skills</p> <p>Spiral Learning linking to Year 7 Art and Drama -SoW ‘Tell me a Story’ Developing knowledge of and analysing characters</p> <p>Year 8 Art and Drama SoW ‘The Thing’ using imagination for character development</p> <p>Year9 Art and Drama Sow Developing Performance skills</p>		

Talking points

Pupils can be supported through visiting the theatre and cinema, watching movies and discussing the characters, rehearsing scripts at home. Researching other aspects of the history of performance. Forming opinions on whether they agree with Circus performances and animals in performance. Developing empathy for people who lived in a different Era.

Implementation

Core Knowledge and Skills:

1. Develop Knowledge of the Circus using Research skills
2. Group work skills-script writing using ICT
3. Improve Prop making Skills-AQA Certification
4. Improve evaluation and review skills for performance

Impact

This SoW is aimed at:

- Improving pupils' understanding of how to develop performance and the Era's where performance originates.
- Career links-It is aimed at developing a passion for performance and building confidence in performing on stage or filming the performance and sharing with a select audience.
- Career Links-Pupils are encouraged to develop props to start to develop better understanding of their use, lighting and sound effects in performance and start to understand more technical aspects should they wish to pursue Drama in other contexts outside of school or professionally.
- Career Links-Pupils are encouraged to join Drama groups outside of school as well as participate in the school Winter Performance.