



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

**Year '11.1'**

**Autumn Term 1 up to Spring half Term of Term 2**

**Learning Intention: Writing and Analysing Performance -Character roles and Scenarios**

**The intention of this SoW** is to explore types of writing and develop better understanding of key elements to performance.

Knowledge is gained by improving understanding of character roles in more depth, developing understanding of how writing content should be adapted for different contexts. Pupils develop short script ideas for a range of scenes and scenarios.. They analyse character voices, roles and their similarities and differences. Consider good and bad characters and analyze a range of movies, reports and trailers to gain the knowledge of how to write scripts and reports appropriately for a specific audience. Formal writing and literacy skills are a focus. Pupils learn to act convincing characters, select props, costumes, perform interviews and improvise roleplays.

**Key knowledge that should be learned during this SoW**

All

Most

Some

**Concept:**

Starting to:

- Developing some understanding of different types of performance and scenarios- such as News Reporting, Trailers, Live performance and recording performance to improve visual literacy and communication skills
- Use some different methods of analysis of: characters, scenarios, meaning of film, News articles, Interviews and or questionnaires to expand knowledge and understanding of how to interpret everyday life
- Developing some understanding of the importance of context in scenarios to improve pupils ability to read situations

Improving the ability to:

- Developing consistent understanding of different types of performance and scenarios- such as News Reporting, Trailers, Live performance and recording performance to improve visual literacy and communication skills
- Use a range of different methods of analysis of: characters, scenarios and meaning of film, News articles, Interviews and or questionnaires to expand knowledge and understanding of how to interpret everyday life
- Developing increased understanding of the importance of context in scenarios to improve pupils ability to read situations

Exploring the ability to:

- Developing fluent understanding of different types of performance and scenarios- such as News Reporting, Trailers, Live performance and recording performance to improve visual literacy and communication skills
- Use a broad range of different methods of analysis of: characters, scenarios and meaning of film, News articles and Interviews and questionnaires to expand knowledge and understanding of how to interpret everyday life
- Developing increased understanding of the importance of context in scenarios to improve pupils ability to read situations

<p><b>Knowledge:</b></p>	<p>Develop understanding of aspects the following Knowledge:</p> <ul style="list-style-type: none"> <li>● Develop knowledge of character types spotting some good and bad traits</li> <li>● Improve knowledge of presentation styles learning about News reporting and Trailers in movies</li> <li>● Develop ability to spot fake or real news</li> <li>● Develop knowledge to Evaluate performance referring to the assessment criteria</li> </ul>	<p>Develop a competent understanding of a range of the following Knowledge::</p> <ul style="list-style-type: none"> <li>● Improve knowledge of character types spotting degrees of good and bad traits in personalities</li> <li>● Improve knowledge of presentation styles identifying key aspects of New reporting and Trailers in movies</li> <li>● Improve ability to competently spot fake or real news</li> <li>● Improve knowledge to Evaluate performance showing independent understanding of the assessment criteria</li> </ul>	<p>Develop a confident understanding of a range of the following Knowledge:</p> <ul style="list-style-type: none"> <li>● Expand knowledge of character types spotting good and bad traits exploring the concept of what makes someone more or less evil. Are we all good or bad or do we make choices?</li> <li>● Improve knowledge of presentation styles identifying key aspects of New reporting and Trailers in movies with fluency</li> <li>● Confidently spot fake or real news</li> <li>● Enhance knowledge to Evaluate performance showing in depth understanding of the assessment criteria and multiple implementation strategies.</li> </ul>
<p><b>Key Skills:</b></p>	<p>Develop ability to interact with or use a range of the following skills with support:</p> <ul style="list-style-type: none"> <li>● Develop character analysis skills</li> <li>● Think about what job roles are in movies and trailers?</li> <li>● Develop writing, Presenting and News Report skills.</li> <li>● Writing and reading using</li> </ul>	<p>Develop a competent ability to use a range of the following skills with some support:</p> <ul style="list-style-type: none"> <li>● Improve character analysis skills through debating</li> <li>● Consider what job roles are in movies and trailers?</li> <li>● Improve writing, Presenting and News Report skills.</li> <li>● Competently writing and</li> </ul>	<p>Develop a confident ability to use a range of the following skills independently:</p> <ul style="list-style-type: none"> <li>● Enhance character analysis skills through confident debate</li> <li>● Explore what job roles are in movies and trailers?</li> <li>● Refine writing, Presenting and News Report skills.</li> </ul>

	<p>some full sentences and appropriate style</p> <ul style="list-style-type: none"> <li>● Contribute to group script writing through sharing some written or verbal ideas</li> <li>● Select, Collect, return and use costumes and Props with support - internal Certificate</li> </ul>	<p>presenting using full sentences and appropriate style</p> <ul style="list-style-type: none"> <li>● Contribute to group script writing through competently sharing written and verbal ideas</li> <li>● Select, Collect, return and use costumes and Props with some support -AQA or internal Certificate</li> </ul>	<ul style="list-style-type: none"> <li>● Writing and presenting using a range of sentence structures, appropriate styles and correct grammar</li> <li>● Contribute to group script writing through confident sharing written and verbal concepts</li> <li>● Select, collect, return and use costumes and Props independently -AQA Certificate</li> </ul>
<p><b>Language and/or communication skills:</b></p>	<p>To start to use subject related language with some accuracy:</p> <p>Character: Minion performer Child</p> <p>Description: Good Bad Scary Silly Real</p> <p>Drama: Costume Role Story Movie Rehearse</p> <p>Voice: Volume Emotion</p>	<p>To use subject related language with increased regularity and accuracy:</p> <p>Character: Gru Reporter</p> <p>Description: Evil Naughty Creepy Fake</p> <p>Drama: Trailer Scene Pose Interview</p> <p>Voice: Tone Speed</p>	<p>To explore subject related language with confidence and fluency:</p> <p>Character: El Macho News Presenter News Reporter</p> <p>Description: Angelic Ugliest scariest Happiest False</p> <p>Drama: Scenario Feedback Questionnaire</p> <p>Voice: Clarity Pace</p>
<p><b>Curricular Links</b></p>	<p>SMSC/PSHCE- personal, social and moral development linked to story telling and script writing and performing/rehearsing together and sharing of ideas with others. Consideration of morals of good and bad character in films/trailers/ news and the choices they make. Understanding how trailers or news reporting can affect our understanding/interpretation of the world considering what is fake news and how it can affect our opinion.</p> <p>English Developing interest in stories characters and reading</p> <p>Spiral Learning linking to Year 7 Art and Drama -SoW 'Tell me a Story' Developing knowledge of and analysing</p>		

characters

Year 8 Art and Drama SoW 'The Thing' using imagination for character development and analyzing characters practicing character movement

Year9 Art and Drama Sow 'Victims Villains and Heroes-Analyzing Performance skills

Year 10.1 'The Greatest Show!' Evaluating performance and 10.2 Exploring Types of performance- developing voice skills

PSHCE- Stranger Danger and E-safety Career Interviews and job roles

10.1 Art People and places

## Talking points

Pupils can be supported through watching and discussing topics on Newsround and other types of News including Radio. Pupils should be encouraged to discuss what if news is fake or real and to develop their listening skills and discussion skills on broader topics using wider vocabulary. Pupils would be encouraged to share opinions and have opportunities to form opinions on what is discussed in the news and wider world. Wider issue discussion can also create heated debate and anxiety so these discussions should be mediated and it should be explained that everybody is allowed to have different opinions.

## Implementation

Core Knowledge and Skills:

- Develop Character Analysis Skills
- Improve knowledge of presentation styles
- Develop writing and Present News Report skills
- Contribute to group script writing
- Select, Collect, return and use costumes and Props
- Develop knowledge to Evaluate performance

## Impact

- Career Links-This SoW is aimed at improving pupils' awareness of the wider world and confidence in performing in a variety of settings.

- Life skills-Developing their ability to understand and read a range of scenarios especially those that could be dangerous for them.
- Career Links-Pupils are encouraged to practice interview style questionnaires and develop evaluation skills using feedback questionnaires which they write and conduct.
- Career Links-These analytical skills are aimed at developing resilience and being objective to help develop (interview) resilience when looking for jobs in the future.