**KS3 - Performing Arts - Cycle 2**

**Autumn Term 1**

**Passports and Postcards**

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|  | **Pathway 1** | **KS3**  **Performing Arts**  **Cycle 2** | **Autumn Term 1**  **Passports and Postcards** | |
| **Learning Intention:** Drama based unit, pupils will have explored simple story structure using sequencing charts to support. Pupils will have looked at planning simple stories about holidays, thinking about characters and location. Pupils will have worked in a group to present a dramatic retelling of a simple story about a holiday. | | | | |
| **Key knowledge that should be learned during this SoW** | | **All** | **Most** | **Some** |
| **Concept:** | | Retelling stories | Story structure | Planning stories |
| **Knowledge:** | | Recognise key events in stories, know the terms who and where. | Know that all stories have a start, a middle and an end. Know the terms character and location/setting. Know what a tableau is. | Know that characters have names and can be described. Will be able to describe locations. Will be able to sequence a series of events to create a simple story. |
| **Key Skills:** | | Identify who is in a story and where the story is set. Will be able to identify actions and poses related to a theme/idea. | Will be able to recreate a scene from a story they have heard or watched. | Construct simple descriptive sentences. Begin to think about performing tasks/actions in character. |
| **Language and/or communication skills:** | | who  where  story  events  Use of signalong and widgit symbols to support access to and learning of new language | character  location  story  sequence  tableau  start  middle  end  Use of ELKLAN sequencing diagrams to support creating/structuring story  Use of Mindmaps to explore theme of heroes and villains and creation of characters | describe  plan  name  Use of Colourful Semantics to support construction of sentences  Use of ELKLAN colourful stories grid to support creating/structuring story |
| **Curricular Links** | | Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination    En1/1a listen and respond appropriately to adults and their peers  En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  En1/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  En1/1h speak audibly and fluently with an increasing command of Standard English  En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates    Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Ge1/1.3b use basic geographical vocabulary to refer to:   * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | |