

Elms Bank Long Term Plan



Key to Pathways:

Inspire	
Explore	
Thrive	

DRAMA	Autumn	Spring 1	Spring 2	Summer
Inspire Pathway				
Year 7	<u>Introduction to Drama</u> <ul style="list-style-type: none"> Developing group positivity and trust. Building confidence in a fun environment Participating in drama games and tasks Working in pairs, small groups and whole class. 	<u>The Owl and the Pussycat</u> <ul style="list-style-type: none"> Working towards a whole class performance Creating soundscapes Re-telling of the performance using signing and actions Develop simple characters Create masks 		<u>School Production</u> <ul style="list-style-type: none"> Re-telling of the story to deepen understanding. Learning dialogue. Learning and rehearsing songs and signs. Developing roles and characters.
Year 8	<u>Darkwood Manor</u> <ul style="list-style-type: none"> Introduce Teacher-in-role and whole class role play Begin to use improvisation skills and develop these over time Begin to develop characters appropriate to the setting and story. Begin to work independently in groups with allocated team leader 	<u>World War 1: Trench Warfare and World War 2: Evacuees</u> <ul style="list-style-type: none"> To understand some factual information regarding the wars To understand what it was like to live through these times– as a soldier, at home and as an evacuee. To create a performance and develop an evacuee character that shows this character’s emotional journey. 		
Year 9	<u>Part A: Exploring the Arts as a Participant</u> <ul style="list-style-type: none"> Students will have a number of opportunities to rehearse and perform for an audience. This can include the annual school production, dance project, class pantomime or poetry. This raises confidence and builds upon existing performance skills developed in lower school. 	<u>Part B: Explore the Arts as an Audience Member</u> <ul style="list-style-type: none"> Students will get the opportunity to go to a number of arts events, such as; 	<u>Part C: Arts Inspiration</u> <ul style="list-style-type: none"> Students choose an arts practitioner who has inspired them and creates a 	

		<p>a theatre performance, dance recital, music performance etc.</p> <ul style="list-style-type: none"> As an audience member, they will reflect on why they enjoyed it, the quality of the event and the art form involved. 	<p>portfolio based upon the research and information they have found out.</p> <ul style="list-style-type: none"> This can be presented in a number of ways including a music concert or Hollywood dinner party, where students perform in role as their arts inspiration, using appropriate props and costume. 	
<p>Year 10/11- NCFE Performance Skills</p>	<p><u>Dance Project</u></p> <ul style="list-style-type: none"> Working with dance practitioners students will learn skills in dance that will culminate in a final performance. They will understand the importance of a healthy body and how to warm-up safely preparing the body for a dance session. Pupils will work as a whole class as well as in pairs and small groups where they will have the opportunity to create and choreograph their own dance moves and routines. 	<p><u>The Identification</u></p> <ul style="list-style-type: none"> Using 'The Identification' (a poem by Roger McGough) as a stimulus and a drama technique called 'mantle of the expert' pupils will take on a number of roles including detectives, doctors, forensics to investigate the death of a teenager called Stephen. Pupils will work independently, in pairs and small groups to create real-life characters and situations appropriate to the piece. It culminates in a court scene where pupils take on the various court-roles and invite a class to be the jury. They must put all their evidence together to create a solid case to ensure a fair trial. 	<p><u>Theatre in Education project</u></p> <ul style="list-style-type: none"> Working towards a performance that is appropriate for a primary school audience. Pupil led using their ideas, opinions and research Pupils keep a diary of their work and progress and set personal targets to help them improve their work over time Pupils will build confidence and develop skills as team leaders working with younger children on the chosen theme. 	

Explore Pathway				
	Autumn	Spring 1	Spring 2	Summer
Year 7	<u>Introduction to Drama</u> <ul style="list-style-type: none"> Developing group positivity and trust. Building confidence in a fun environment Participating in drama games and tasks Working in pairs, small groups and whole class. 	<u>The Owl and the Pussycat</u> <ul style="list-style-type: none"> Working towards a whole class performance Creating soundscapes Re-telling of the performance using signing and actions Develop simple characters Create masks 		<u>School Production</u> <ul style="list-style-type: none"> Re-telling of the story to deepen understanding. Learning dialogue. Learning and rehearsing songs and signs. Developing roles and characters.
Year 8	<u>Darkwood Manor</u> <ul style="list-style-type: none"> Introduce Teacher-in-role and whole class roleplay Begin to use improvisation skills and develop these over time Begin to develop characters appropriate to the setting and story. Begin to work independently in groups with allocated team leader 	<u>World War 1: Trench Warfare and World War 2: Evacuees</u> <ul style="list-style-type: none"> To understand some factual information regarding the wars To understand what it was like to live through these times– as a soldier, at home and as an evacuee. To create a performance and develop an evacuee character that shows this character’s emotional journey. 		
Year 9	<u>Romeo and Juliet</u> <ul style="list-style-type: none"> Develop the story as a performance using gangs Focus upon gangs and why people join gangs/what it means to be a gang member. To begin to develop an understanding of Shakespearean language and develop this in performance. To begin to understand how atmosphere is created in plays and its significance. 	<u>Myths and Legends</u> <ul style="list-style-type: none"> Develop characterisation through empathy using an extract from Grendel and Beowulf as a stimulus. Peer and self-assessment - learning from mistakes and feedback to improve work. <p>Students work together to create Grendel the monster, compete in ‘Warrior Factor’ to win the challenge to work with Beowulf and become villagers who are united together to come up with a plan to fight Grendel.</p>		
Year 10/ 11- Arts Award	<u>Part A: Exploring the Arts as a Participant</u> <ul style="list-style-type: none"> Students will have a number of opportunities to rehearse and perform for an audience. This can include the annual school production, dance project, class pantomime or poetry. 	<u>Part B: Explore the Arts as an Audience Member</u> <ul style="list-style-type: none"> Students will get the opportunity 	<u>Part C: Arts Inspiration</u> <ul style="list-style-type: none"> Students choose an arts practitioner who 	<u>Part D: Skill Sharing</u> <ul style="list-style-type: none"> Students get the opportunity to share and pass on a skill to other students. Skill sharing can be done in a number of ways most appropriate to the

	<ul style="list-style-type: none"> This raises confidence and builds upon existing performance skills developed in lower school. 	<p>to go to a number of arts events, such as; a theatre performance, dance recital, music performance etc.</p> <ul style="list-style-type: none"> As an audience member, they will reflect on why they enjoyed it, the quality of the event and the art form involved. 	<p>has inspired them and creates a portfolio based upon the research and information they have found out.</p> <ul style="list-style-type: none"> This can be presented in a number of ways including a music concert or Hollywood dinner party, where students perform in role as their arts inspiration, using appropriate props and costume. 	<p>student, such as leading a workshop or short activity.</p>
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Thrive Pathway				
	Autumn	Spring	Summer 1	Summer 2
KS3 -Year 1	<ul style="list-style-type: none"> Halloween – Christmas Story 	<ul style="list-style-type: none"> Miss Honey’s Hat 	<ul style="list-style-type: none"> The Enormous Turnip 	
KS3 -Year 2	<ul style="list-style-type: none"> Down on the farm 	<ul style="list-style-type: none"> Pantomime 	<ul style="list-style-type: none"> Olympics 	
KS3 -Year 3	<ul style="list-style-type: none"> Space Exploration 	<ul style="list-style-type: none"> Adventures on the High Seas 	<ul style="list-style-type: none"> Minibeasts 	
Skills developed throughout these schemes of work (where appropriate)	Turn-taking, co-operation, developing positive relationships and interactions, listening and watching, peer and self-assessment, confidence, working independently and as part of a pair/group, performance skills in singing, acting and dance, joining in with others, creating characters and telling stories, contributing to discussion, likes and dislikes and making choices.			
Year 1 Arts Award	<u>Movies and Theatre through the Decades</u> <ul style="list-style-type: none"> Silent Movies/The Wizard of Oz 	<u>Movies and Theatre through the Decades</u> <ul style="list-style-type: none"> Grease 	<u>Movies and Theatre through the Decades</u> <ul style="list-style-type: none"> Annie 	
Year 2	<u>Continents</u>	<u>Continents</u>	<u>Continents</u>	

Arts Award	<ul style="list-style-type: none"> • Europe – Spain/London 	<ul style="list-style-type: none"> • Antarctica 	<ul style="list-style-type: none"> • Africa
Skills developed throughout these schemes of work (where appropriate)	Turn-taking, co-operation, developing positive relationships and interactions, listening and watching, peer and self-assessment, confidence, working independently and as part of a pair/group, performance skills in singing, acting and dance, joining in with others, creating characters and telling stories, contributing to discussion, likes and dislikes and making choices.		
College Pathway			
	Autumn	Spring	Summer 1
College Thrive Pathway Year 12-14	<u>Dance</u> <ul style="list-style-type: none"> • Developing basic skills in dance • Learning the importance of warming up • Responding to music through movement • Creating dance move using basic choreography skills • Working towards a performance 		
	<u>Musical Theatre</u> <ul style="list-style-type: none"> • To build upon existing knowledge of the conventions of Musical Theatre and apply these to a performance. • To continue to build upon existing group identity and develop skills as an audience and performer. • To understand the importance of song and movement in Musical Theatre and apply this in performance. • To build upon existing performance skills in music, drama and dance. • To communicate story through song, using gesture, expression, voice and movement. • To work as a cast/ensemble to create a 'team performance' 		
	<u>Media and Advertisements</u> <ul style="list-style-type: none"> • To have an understanding of what Media is and the impact that it can have on us as consumers. • To have a basic knowledge of advertisements why we have them and what they are for. • To compare and contrast a range of TV adverts and recognise how these can effect and impact upon our daily lives. • To be able to reflect and evaluate work and understand how it can be improved. • To able to work as a team to create and present coherent and well thought out work. 		