

<b>Year 7 Carousel weeks 1-14</b>	<b>Lesson 1 Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson 2 Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson 3 Learning intentions (what can a student do at the end of the lesson)</b>
<b>Weeks 1 &amp; 2 Bullying</b>	<p>Understand what a freeze frame is</p> <p>Understand the skill of remaining still (including eyes)</p> <p>Understanding how drama can be devised from a stimulus</p>	<p>Understanding of the basics of characterisation within drama</p> <p>Understand what thought tracking is and how to effectively create direct address</p>	<p>Understand how to use drama conventions within a performance to convey meaning and emotion.</p> <p>Add in the next section of bullying piece by introducing thought tracks for each character to show the contrast in their views and personality.</p>
<b>Weeks 3 &amp; 4 Bullying</b>	<p>Learn how to devise a final scene for bullying performance piece.</p> <p>Show the difference between right and wrong of handling a bullying scenario and use thought tracking, dual scene and freeze frames to emphasis an important moment in the story line.</p>	<p>Understand how to block and use rehearsal time effectively.</p> <p>Plan out scenes in order ready for performance.</p>	<p>Understanding of basic performance based discipline</p> <p>Understanding the importance of performance focus</p>
<b>Weeks 5 &amp; 6 Little Red</b>	<p>Understand how to use a poem as a stimulus</p> <p>Understand how to implement the use of drama conventions to enhance my performance</p> <p>Understand what Physical theatre is and how this convention can be used in drama.</p>	<p>Begin devising in groups by using the 'bloody chamber' poem as a stimulus.</p> <p>Explore the stimulus by creating still images using Physical theatre techniques.</p>	<p>Understand what a flashback is and how it can be used in a drama performance</p> <p>Understand how to use focus to stay in character throughout a performance</p>

<p><b>Weeks</b> <b>7 &amp; 8</b> <b>Little</b> <b>Red</b></p>	<p>Understand how to successfully tell a story through use of physical theatre.</p> <p>Use characterisation techniques to adapt to character profiles by changing physicality, voice and tone and facial expressions.</p>	<p>Understand how to block and use rehearsal time effectively.</p> <p>Plan out scenes in order ready for performance.</p>	<p>Understand what a flash forward is and how it can be used in a drama performance</p> <p>Have performed their group performance based on a stimulus to the rest of the class.</p> <p>Understand peer and self assessment and how to accurately and effectively assess their peers.</p>
<p><b>Weeks</b> <b>9 &amp; 10</b> <b>Two</b> <b>Worlds</b></p>	<p>To introduce the new topic and understand the importance of human actions on the effects of global warming.</p> <p>Devising and explore the two worlds separately by using narration, acting and physical theatre.</p>	<p>To recap prior learning and understanding of the effects of global warming.</p> <p>Recap scenes from last lesson showing the contrast in the two worlds and use of conventions.</p> <p>Add new scene where worlds collide</p>	<p>To explore stage combat as a drama convention and how it can be used effectively and accurately in a fight scene.</p> <p>Devise a new scene in their performance pieces by implementing the use of stage combat and all the techniques effectively.</p>
<p><b>Week</b> <b>11</b> <b>Two</b> <b>Worlds</b></p>	<p>To piece together first narration scene, second scene, stage combat scene.</p> <p>Work on flow of performance and dialogue for each character.</p>	<p>Understand how to devise a final scene by using different 'mark the moment' techniques.</p> <p>To piece all scenes together and explore how to finalize a piece of drama ready for performance.</p> <p>Work on direct address and confidence.</p>	<p>Have performed their group performance based on a stimulus to the rest of the class.</p> <p>Understand peer and self assessment and how to accurately and effectively assess their peers.</p>
<p><b>2nd</b> <b>carousel</b></p> <p><b>Weeks</b> <b>12 &amp; 13</b></p>	<p>Understand what a freeze frame is</p> <p>Understand the skill of remaining still (including eyes)</p>	<p>Understanding of the basics of characterisation within drama</p> <p>Understand what thought tracking is and how to</p>	<p>Understand how to use drama conventions within a performance to convey meaning and emotion.</p> <p>Add in the next section of bullying piece by introducing</p>

<b>Bullying</b>	Understanding how drama can be devised from a stimulus	effectively create direct address	thought tracks for each character to show the contrast in their views and personality.
<b>Weeks 14</b> <b>Bullying</b>	Learn how to devise a final scene for bullying performance piece.  Show the difference between right and wrong of handling a bullying scenario and use thought tracking, dual scene and freeze frames to emphasis an important moment in the story line.	Understand how to block and use rehearsal time effectively.  Plan out scenes in order ready for performance.	Understanding of basic performance based discipline  Understanding the importance of performance focus
<b>Weeks 15&amp;16</b> <b>Little Red</b>	Understand how to use a poem as a stimulus  Understand how to implement the use of drama conventions to enhance my performance  Understand what Physical theatre is and how this convention can be used in drama.	Begin devising in groups by using the 'bloody chamber' poem as a stimulus.  Explore the stimulus by creating still images using Physical theatre techniques.	Understand what a flashback is and how it can be used in a drama performance  Understand how to use focus to stay in character throughout a performance
<b>Weeks 17&amp;18</b> <b>Little Red</b>	Understand how to successfully tell a story through use of physical theatre.  Use characterisation techniques to adapt to character profiles by changing physicality, voice and tone and facial expressions.	Understand how to block and use rehearsal time effectively.  Plan out scenes in order ready for performance.	Understand what a flash forward is and how it can be used in a drama performance  Have performed their group performance based on a stimulus to the rest of the class.  Understand peer and self-assessment and how to accurately and effectively assess their peers.

<p><b>Weeks 19&amp;20</b></p> <p><b>Two Worlds</b></p>	<p>To introduce the new topic and understand the importance of human actions on the effects of global warming.</p> <p>Devising and explore the two worlds separately by using narration, acting and physical theatre.</p>	<p>To recap prior learning and understanding of the effects of global warming.</p> <p>Recap scenes from last lesson showing the contrast in the two worlds and use of conventions.</p> <p>Add new scene where worlds collide</p>	<p>To explore stage combat as a drama convention and how it can be used effectively and accurately in a fight scene.</p> <p>Devise a new scene in their performance pieces by implementing the use of stage combat and all the techniques effectively.</p>
<p><b>Weeks 21</b></p> <p><b>Two Worlds</b></p>	<p>To piece together first narration scene, second scene, stage combat scene.</p> <p>Work on flow of performance and dialogue for each character.</p>	<p>Understand how to devise a final scene by using different 'mark the moment' techniques.</p> <p>To piece all scenes together and explore how to finalize a piece of drama ready for performance.</p> <p>Work on direct address and confidence.</p>	<p>Have performed their group performance based on a stimulus to the rest of the class.</p> <p>Understand peer and self-assessment and how to accurately and effectively assess their peers.</p>