

Year 7 Carousel weeks 1-14	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Weeks 1 & 2 Bullying	<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>
Weeks 3 & 4 Bullying	<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>
Weeks 5 & 6 Little Red	<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>Weeks 7 & 8 Little Red</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>2nd carousel Weeks 9 & 10</p>	<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>
<p>Weeks 11 & 12</p>	<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>
<p>Weeks 13 & 14</p>	<p>Understand how to use a poem as a stimulus</p> <p>Understand how to implement the use of</p>	<p>Begin devising in groups by using the 'bloody chamber' poem as a stimulus.</p>	<p>Understand what a flashback is and how it can be used in a drama performance</p>

<p>Little Red</p>	<p>drama conventions to enhance my performance</p> <p>Understand what Physical theatre is and how this convention can be used in drama.</p>	<p>Explore the stimulus by creating still images using Physical theatre techniques.</p>	<p>Understand how to use focus to stay in character throughout a performance</p>
<p>Weeks 15 & 16</p> <p>Little Red</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>3rd Carousel</p> <p>Weeks 17&18</p> <p>Bullying</p>	<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>
<p>Week 19&20</p> <p>Bullying</p>	<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</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>

	an important moment in the story line.		
Weeks 21&22 Little Red	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
Weeks 28&29 Little Red	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.
Carousel 4 Weeks 30 & 31 Bullying	Understand what a freeze frame is Understand the skill of remaining still (including eyes) Understanding how drama can be devised from a stimulus	Understanding of the basics of characterisation within drama Understand what thought tracking is and how to effectively create direct address	Understand how to use drama conventions within a performance to convey meaning and emotion. 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>Weeks 32 & 33 Bullying</p>	<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>
<p>Weeks 34 & 35 Little Red</p>	<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>Weeks 36 & 37 Little Red</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>Carousel 5 Weeks 37 & 38</p>	<p>Understand what a freeze frame is</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>Bullying</p>	<p>Understand the skill of remaining still (including eyes)</p> <p>Understanding how drama can be devised from a stimulus</p>	<p>effectively create direct address</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>
<p>Weeks 39 & 40</p>	<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>
<p>Weeks 41 & 42</p> <p>Little Red</p>	<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>Weeks 43 & 44</p> <p>Little Red</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</p>

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