

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	Soap Operas (how acting for the camera differs to acting for the stage)	Romeo and Juliet	'Our Day Out' by Willy Russell	'Our Day Out' continued	'Emigrants' - exploring the lives of the displaced	'The moment before; the moment after' - structuring a dramatic sequence
Key Concepts	To explore typical characters that feature in soaps and why there are so many; the way soaps make difficult or controversial topics accessible	To explore the plot while making links between Shakespearean and modern themes; to explore stage fighting and include Shakespearean language in their performance	To explore the issues surrounding living in Liverpool in the late 1970s and compare them to issues faced in our area today. To read and interpret a script and be able to justify preferences.	To explore the issues surrounding living in Liverpool in the late 1970s and compare them to issues faced in our area today. To read and interpret a script and be able to justify preferences. Research Willy Russell and his work, and its impact on British culture.	To explore the needs and feelings of those hoping for a new life outside their home country eg. those that landed on Ellis Island, those that travelled upon the Titanic etc.	To explore the ways dramatic tension can be created, using different devices to develop specific effects.
Learning Objectives	To compare how the plots and styles of acting in soaps are different to	To understand key scenes and how they shape the plot of the play	To explore how Russell shows that how and what children learn is	To explore how Russell shows that how and what children learn is	To use drama to explore the challenges faced by people seeking a new life.	To improvise and develop scenes which explore how tension builds up before a critical event and what

	stage acting / live theatre		relevant to their futures. To interpret and perform a script; to devise own drama based on a script.	relevant to their futures. To interpret and perform a script; to devise own drama based on a script.		happens immediately after. To consider issues of action and structure, of individual roles and how they interact.
Scaffolding for SEND to ensure quality first teaching	Targeted questioning; choice of challenges; tasks modelled e.g. teacher in role; knowledge organiser Teacher to model responses / make use of TA when available.	Abridged texts / modern translations Targeted questioning; choice of challenges; tasks modelled e.g. teacher in role; knowledge organiser	Detailed scenarios given for improvised and scripted work. Targeted questioning; choice of challenges; tasks modelled e.g. teacher in role; knowledge organiser	Detailed scenarios given for improvised and scripted work. Targeted questioning; choice of challenges; tasks modelled e.g. teacher in role; knowledge organiser	Detailed scenarios and factual texts given to prompt improvised and scripted work. Targeted questioning; choice of challenges; tasks modelled e.g. teacher in role; knowledge organiser	Scripts given by teacher to prompt discussion and development of ideas for improvised and scripted work. Targeted questioning; choice of challenges; tasks modelled e.g. teacher in role; knowledge organiser
Careers input	To explore how soaps are so influential in society and can help people	To learn to direct others' performance / manage conflict resolution	To consider how pupils' social and economic background may disadvantage / improve their job opportunities.	To consider how pupils' social and economic background may disadvantage / improve their job opportunities.	To evaluate how class, ethnicity and education affect a person's place in society today, exploring the similarities and differences to the past.	To explore how scripted and unscripted work can highlight everyday tensions and conflicts, and how they can be resolved.
Links (prior knowledge, future knowledge)	This unit builds on what pupils already know about soap operas and story lines they	This unit builds on what they learned about Shakespeare and the Globe in year 7 and prepares	This unit builds on students' skills: group work, improvisation, script work, naturalistic acting (inc. colloquial	This unit builds on students' skills: group work, improvisation, script work, naturalistic acting	This unit builds upon students' skills: group work, freeze frames, improvisation,	This unit builds upon students' skills: group work, improvisation, dramatic structure, creating and

	remember and enjoyed; it prepares students to apply naturalistic acting and to learn the key conventions of soap operas.	students to study Shakespeare's language in greater detail.	dialogues e.g. as used in soap operas). It prepares students to apply their understanding of characters to costume and set design.	(inc. colloquial dialogues e.g. as used in soap operas). It prepares students to apply their understanding of characters to costume and set design.	characterisation, teacher in role	developing tension and atmosphere, adopting and developing individual roles, use of sound and light.
Key Vocabulary	naturalistic acting	character motivation	Creating and staying in role: Voice (intonation and pitch) Facial Expression Body language and gesture Space (proxemics) Empathy Cross-cutting Duologues	Creating and staying in role: Voice (intonation and pitch) Facial Expression Body language and gesture Space (proxemics) Empathy Cross-cutting Duologues	Character Empathy Status Prejudice Intolerance	Tension and atmosphere Cliffhanger Critical event (climax) Aftermath Soundscapes / sound effects Spotlighting / blackout
Review and Assessment (including opportunities for retrieval practice)	FORMATIVE ASSESSMENT: Choreograph and perform argument in the opening scene; produce a modern version of a parent / child conflict; Knowledge Organiser Test	FORMATIVE ASSESSMENT: Explore key features through group work: creating plot; character development; tension; cliffhanger; Knowledge Organiser Test	FORMATIVE ASSESSMENT: Explore key features through improvised group work; peer feedback; Knowledge Organiser Test PEER / SELF ASSESSMENT: 'A Day in the Life of Carol': a group improvisation to	SUMMATIVE ASSESSMENT: The children from the Progress Class meet 10 years later and reminisce about their day out. Aim: to show understanding of character; use flashback and cross-cutting to help develop the scene.	FORMATIVE ASSESSMENT: Explore key features through group work: creating plot; character development; tension; Knowledge Organiser Test SUMMATIVE ASSESSMENT:	FORMATIVE ASSESSMENT: Explore key features through group work: creating plot; character development; tension; cliffhanger; Knowledge Organiser Test SUMMATIVE ASSESSMENT:

	<p>SUMMATIVE ASSESSMENT: re-create Act 3 Scene 1, using modern and Shakespearean language and and some stage combat techniques</p>	<p>SUMMATIVE ASSESSMENT: In groups, devise a soap opera episode, including the conventions learned.</p>	<p>show an understanding of Carol Chandler.</p> <p>SELF-EVALUATION: Explain choices for set and costume designs.</p>	<p>EXTENSION: What would have happened if Mrs Kay had taken the Progress Class to the circus? Ensure that the key characters' traits are shown.</p>	<p>Newly arrived immigrants meet friends or relatives who have been in the country for several years and who offer advice to the newcomers e.g. what to tell / not to tell employers when they are interviewed for jobs (there are many applicants for limited vacancies.)</p>	<p>To create and perform 'the moment before' and 'the moment after' the critical event (script given by teacher).</p>
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