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| Unit / topic | Working towards the skills and knowledge needed | Acquiring the skills and knowledge needed | On track with the skills and knowledge needed | Advancing the skills and knowledge needed | Extending the skills and knowledge needed |
| 1. 1. Shakespeare and the Supernatural |  |  | Reads excerpts from three Shakespeare plays and incorporates some of the original language into performance work.  Is able to collaborate in creating own text modelled on the original.  Demonstrates an understanding of the function of the supernatural elements in Shakespeare’s plays.  Experiments with voice and movement in order to characterise the supernatural.  Learns lines and performs an edited version of a scene from *Macbeth.*  Considers the role of lighting in theatre and creates a simple lighting design for performance.  Researches a character in performance and creates own costume design for the character which shows consideration of how garment choice and colour reflect elements of the character.  Evaluates own and others work, giving specific supporting examples. |  |  |
| 2. Commedia dell’arte and Melodrama |  |  | Can identify six Commedia dell’arte character in written and oral work.  Demonstrates an understanding of the social, cultural and historical significance of Commedia dell’arte and its influence on the development of dramatic art, including Shakespeare.  Demonstrates an understanding of the conventions and performance style of Melodrama and how it fits in to the evolution of theatre.  Is able to apply knowledge of Commedia dell’arte and Melodrama to practical work: can change voice and physicality appropriately to create character and is willing to be adventurous; demonstrates a growth mindset.  Applies knowledge of Melodrama to the performance of short script extracts.  Learns lines.  Evaluates others’ work using www and ebi, giving specific examples. |  |  |
| 1. Forum Theatre |  |  | Can define spontaneous and prepared improvisation.  Understands the golden rule of spontaneous improvisation and can apply it to practical work.  Understands and can apply the key concepts of Forum Theatre: spectactor; protagonist; joker; magic; oppression; intervention; unresolved.  Is able to use the vocabulary of Forum Theatre fluently orally and/or in writing.  Working with a group, can select appropriate material and during rehearsal, shape it into a piece of drama appropriate for Forum Theatre.  Can evaluate the suitability of each group’s work for Forum Theatre, giving reasons, orally **and/or** in writing.  Participates as a spectactor **and/or** gives a suggestion in order to change the outcome. |  |  |

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| Unit / topic | Developing the skills and knowledge needed | Consolidating the skills and knowledge needed | Securing the skills and knowledge needed |  | Extending the skills and knowledge needed |
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