



SCHEME OF LEARNING	Darkwood Manor Summer 2
Learning Outcomes	End Product: A physical theatre and ensemble performance which effectively builds tension. Subject Content: Knowledge and understanding of how to create tension within a performance and the impact of Sound and Lighting on a performance. Skill Set: The ability to work as an ensemble to create a tense, scary performance through physical, vocal and external factors. This requires the development of spatial awareness, physical/vocal Skill, application of sound and lighting and communication.
Key Questions	How do we effectively raise tension within a scene to scare our audience?
Knowledge	Concepts: Body as Props, Thought Tunnels, Soundscapes and Jump Scares in order to develop tension within a scene. Skills: • Performance Skills: Development of a non-naturalistic character through physical theatre (Body language: Posture, gait, stance, gesture, Facial expressions, demeanour, interaction, exaggeration. Vocal Skills: Pitch, Pace, Power, Volume, Tone, soundscape, tempo. • States of Tension • Communication/Organisation Terminology: • Techniques: Body as Props, Thought Tunnel, Soundscape, climax, build up, jump scare, 7 states of tension • Skills: Pitch, pace, power, pause tone, power, body tension, eye contact/focus, extension • Mediums: Rhythm, pace, tempo, tension, Levels, use of space, proxemics, underscoring, soundscapes
Ongoing Assessment	Formative assessment: Every lesson hands-down questioning and a do now/recall task will be used. Per lesson at least two of the following techniques will be used: Exit tickets, synthesis (practical application), self-assessment, peer review, exit post it notes, self-reflection journaling Misconceptions addressed: During practical work teacher will circulate focusing on application of skills and adjust through modelling. Homework:



	Diary Entry of 'Darkwood' Manor experience.
Key Assessment	Summative Assessments: Creating mark assessed throughout (formative check-ins) to identify HOW they are working within their groups, the way in which they are utilising the learnt techniques. Self-Assessment against rehearsal criteria to identify their success within the devised process. Peer Assessment of the final performance to identify from a peer the success of the devised performance. Written reflection of use of skills
Clear sequencing of content	Narrative Summer 2 L1 Introduction to Darkwood Manor L2 Exploration of Sound Scapes and thought tunnels and the impact that these have L3 Teacher In Role at Darkwood Manor – building of the story L4 Devising the performance L5 Rehearsals and peer assessments L6 Final Rehearsals and Perform for formal assessment Themes/ Concepts that are built upon Whilst this is an exploration of a new genre and how to develop within this genre there is a great focus on building upon previously learnt vocal and physical skills. Help Future Learning Over the 3 years of KS3 the aim is to create a specific vocabulary that pupils can use when devising and reflecting on performance which will support their understanding at GCSE. All resources are shared on SharePoint and accessible as they move up through the years. Building confidence when working with others and presenting work. Systematic Building of Vocabulary



	Pupils will add to their toolkit in their drama lesson. This allows pupils to identify key terms and their definitions. <i>At the end of the unit there can be an option to reflect on this with RAG.</i> Pupils are proactively asked to use these skills and techniques in practice. Physical evidence of them in performance can support their understanding of the definition.
Links to Careers	Sound Designer/Technician, Lighting Designer/Technician, performer
Diversity and Inclusion	When introducing key techniques pictures/videos exemplifying the skill/technique will come from an inclusive range of people where possible.
Support	Knowledge organisers of key skills are used throughout the unit. Power Points are available for each lesson on the Drama Share Point.
Challenge	Challenge levels are used within every lesson to scaffold with the lowest challenge level supporting those who find the particular skill difficult and the top challenge level stretching the most able. Students are encouraged