



Medium term plan
Subject: Project
Unit: To Kill a King

Synopsis	
Students will learn about Britain in the period 1509-1660 and, in doing so, study portraiture and immersive theatre. As well as producing high quality written work on the Tudors and Stuarts, students will analyse famous artworks and create their own portraits in Tudor style, and they will script and plan the execution of an immersive theatre production based on the events of the 'English Revolution'.	
Key content – knowledge and skills	National Curriculum aims and subject content descriptors
History: Knowledge of the changes that took place in British history between 1509-1660, requiring a focus on change, causation and using evidence amongst other skills. Drama: Knowledge of a variety of dramatic techniques including immersive theatre. Skills in speaking, scripting and performing a drama. Art: Knowledge of a variety of artistic techniques (notably portraiture) and the methods used by famous artists from the past and present. Skills in painting and pouncing.	History: Hla1; Hla3; Hla4; Hla6 Hlsc2 Drama: n/a Art: ADa1; ADa2; ADa4 ADsc1; ADsc3; ADsc4; ADsc5; ADsc6
Key assessment points	
Week 4: Complete a portrait of an important figure using Tudor paintings as a model. Week 5: An essay based on the question 'Why did the English kill their King?'. Week 6: Drama performance.	
Out of lesson learning	
A trip to the National Gallery/National Portrait Gallery and/or Eltham Palace. Parents could be encouraged to take their children to sites of relevance in Greenwich and the South East including the Royal Museums, Eltham Palace and Hever Castle, and the project should be linked to relevant literature.	
Resources	
Notably: worksheet, book and video resources. Video cameras, costumes and props. Art supplies including paint, paintbrushes and canvases.	
Christian ethos	
The study of the Reformation and violence in the period studied should provide opportunities for reflection on religious tolerance, conflict resolution and Christian unity. Drama should encourage cooperation and mutual respect, whilst studying and carrying out portraiture should emphasise the importance of each individual, including the student, in the eyes of God.	
British values	
The project studies an important period in the development of British democracy, with debates around the role of the monarchy vs parliament, the nature of democracy and the rule of law. Our present rights and liberties depend in large part on events that occurred in this period and there are plentiful opportunities for talking about this and what these mean to us today.	

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Weekly overview

Week	Focus
1	Visit a site of interest to this unit e.g. the Tower of London and National Portrait Gallery (alternatively, Windsor Castle or Hever Castle). Study the early Tudors, key events and how they were portrayed by artists. Learn about immersive drama and carry out a short performance.
2	Continue studying the Tudors, including the successes and failures of Tudor monarch, how the religion of the country changed over the period 1509-1604 and how ordinary people responded. Using primary and secondary evidence to learn about key events and the life of ordinary people, devise short pieces of drama. Practice portraiture skills including perspective and composition.
3	Examine portraits of Elizabeth I in depth and begin a final version of a portrait of a modern person, following a style of students' choosing, informed by study of portraitists from the 16 th century onwards. Begin to study the early Stuarts and use evidence to learn about key themes and events such as the Gunpowder Plot. Learn more about immersive drama and develop skills in theatre.
4	Debate the origins of the English Civil War and produce a draft essay on this topic. Learn about the events of the Civil War including how the English chose sides and the importance of major battles. Select events from the time to recreate as drama and study portraits from the time, and influenced by the time, developing skills in depth and field, colour mixing and perspective.
5	Complete learning about the Civil War and execution of Charles I, and finish essay. Devise, script and perform a theatre production set in or based around this later period. Continue developing the portrait using artistic skills developed over the course of the project.
6	Rehearse, perform and evaluate the production. Complete portrait(s) and assess these in relation to works of art studied. Study the Interregnum and carry out an overview of the period including what changed most, what stayed the same and the most important events.