

Year 7 Curriculum Overview Plan: Performing Arts

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Key Theme:	Key Theme:	Key Theme:	Key Theme:	Key Theme:	Key Theme:
Storytelling through drama and dance	Creating Character, "The Seven Deadly Sins".	Working with a Script, "The Lord of the Flies".	Stylised Performance, "Silent Movies".	Musical Theatre, "Matilda".	Performance around the world.
Key Concepts, Knowledge & Skills to be Embedded:	Key Concepts, Knowledge & Skills to be Embedded:	Key Concepts, Knowledge & Skills to be Embedded:	Key Concepts, Knowledge & Skills to be Embedded:	Key Concepts, Knowledge & Skills to be Embedded:	Key Concepts, Knowledge & Skills to be Embedded:
Students will learn the history of storytelling. They will gain an understanding of its varied purpose and appreciate the value of storytelling.	Students will learn how to communicate contrasting characters using voice, physically and movement skills.	Students will learn how to work with scripts, using voice and movement to realise the writers' intentions. Students will gain and understanding	Students will be able to identify and explain the key features of silent movies Students will learn a range of skills and techniques relevant	Students will be able to identify key moments within a script and justify what makes those moments significant. Students will	Student will gain an understanding of how culture impacts performance. Students will learn and practically explore new skills
Students will learn drama and dance skills to develop their performance skills.	Students will gain an understanding of character motivation and develop the skills required to use this knowledge within	and build opinions on the key themes within the play. Students will be able to use key events from the play to devise their	to the specific style of performance, such as, slapstick comedy, mime, use of music and captions.	identify and explore the key themes within the script and be able to use the key themes to devise original work.	and techniques from different performance styles from around the world. Students will gain an appreciation of



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Students will learn	the process of	own interpretations	Student will be	Students will	the different styles
how to identify the	characterisation.	of the events.	taught how to use	explore the	and be able to
creative intentions			an exaggerated	dynamics of	justify these with
of a story and begin	Students will learn	Students will learn	acting style within	relationships within	their understanding
to apply these to	how to use existing	how to build	their storytelling.	the script and use	of purpose and
the creative	stories as a stimulus	tension and create		key performances	origins.
process.	for creating new	atmosphere	Students will	skills to	
	work.	through	develop their own	communicate these	Students will learn
Students will learn		performance skills	short stories using	relationships.	how to combine
drama and dance	Students will learn	and techniques.	typical scenarios		styles, taking a
techniques to	a range of drama		and characters seen	Students will	range of key skills
develop their	and dance	Students will	within the style.	develop the skills	and techniques
creativity in the	techniques to help	develop their		required to work	from a variety of
presentation of	them devise and	evaluations skills to	Students will	effectively as an	styles to
stories.	choreograph	aid their personal	develop their	ensemble member	communicate a
	original work.	progress and the	evaluations skills to	and develop their	core message about
Students will learn		progress of their	aid their personal	singing skills to be	inclusion and
how to evaluate	Students will learn	peers.	progress and the	able to act through	diversity.
their own work and	how to evaluate		progress of their	song.	
the work of other in	their own work and		peers.		Students will
a respectful	the work of other in			Students will	develop their
manner.	a respectful			develop their	evaluations skills.
	manner.			evaluations skills.	They will be able to
				They will be able to	set targets to aid
				set targets to aid	development. They
				development. They	will be able to
				will be able to	evaluate
				evaluate	performance based
				performance based	on the intentions
				on the intentions	and desired style.
				and desired style.	



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Links to Prior	Links to Prior	Links to Prior	Links to Prior	Links to Prior	Links to Prior
Learning:	Learning:	Learning:	Learning:	Learning:	Learning:
All students will	Using their previous	Students will apply	Students apply the	Students will build	Students will draw
have studied stories	knowledge of how	their knowledge	knowledge and	upon their	upon all knowledge
in some context.	to effectively tell	and performance	performance skills	knowledge and	and skills learnt so
They will draw on	stories, they will	skills on how to	but shaping these	skills from working	far to fully
previous stories	continue to build	share stories	to fit with a specific	with script and	understand the
that they have	upon this with a key	effectively and how	style.	performing in a	diversity of
studied to develop	focus on	to communicate	,	specific style to aid	performance.
an understanding	characterisation.	characters clearly	They will continue	their understanding	
of what makes an		to delivering a	to refine the skills	of how to	They will continue
interesting story.	During the last	scripted	and techniques	successfully	to refine the skills
	topic they	performance.	learnt in the	perform extracts	and techniques
	developed practical		previous topics and	and songs from the	learnt in the
	skills and	They will continue	learn new ones to	Musical.	previous topics and
	techniques in	to refine the skills	add to their		learn new ones to
	drama and dance to	and techniques	performance	They will continue	add to their
	share stories with	learnt in the	toolkits.	to refine the skills	performance
	an audience. Now,	previous topics and		and techniques	toolkits.
	they will build upon	learn new ones to	They will apply	learnt in the	
	this with a key	add to their	their knowledge of	previous topics and	Students will use
	focus on character	performance	creative intentions	learn new ones to	their knowledge on
	motivation and	toolkits.	and character	add to their	storytelling and its
	how they can use		motivation to the	performance	value to
	communicate this	They will apply	develop their own	toolkits.	communicate
	to an audience with	their knowledge of	stories within a		important social
	performance skills	creative intentions	specific style.	Students will utilise	lessons to an
	and techniques.	and character		the acting and	audience to
		motivation to the	Students will	dance skills that	empower them in
		text to develop	continue to develop	they have learnt so	finding a
			their evaluation	far and understand	meaningful voice.



	Students will develop their evaluation skills.	their understanding. Students will continue to develop their evaluation skills, building from the previous topics with a focus on target setting for development.	skills, building from the previous topics with a focus on target setting for development.	the value of becoming a triple threat performer. Students will continue to develop their evaluation skills, building from the previous topics with a focus on target setting within the specific style of repertoire.	Students will continue to develop their evaluation skills, building from the previous topics with a focus on target setting within the specific style of repertoire.
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Students will be continually assessed as they develop their knowledge and skills with a KAP assessment at the end of the half term.	Students will be continually assessed as they develop their knowledge and skills with a KAP assessment at the end of the half term.	Students will be continually assessed as they develop their knowledge and skills with a KAP assessment at the end of the half term.	Students will be continually assessed as they develop their knowledge and skills with a KAP assessment at the end of the half term.	Students will be continually assessed as they develop their knowledge and skills with a KAP assessment at the end of the half term.	Students will be continually assessed as they develop their knowledge and skills with a KAP assessment at the end of the half term.
Formative assessment will consist of:	Formative assessment will consist of:	Formative assessment will consist of:	Formative assessment will consist of:	Formative assessment will consist of:	Formative assessment will consist of:



Tier 3 Vocabulary Vault:	Tier 3 Vocabulary Vault:	Tier 3 Vocabulary Vault:	Tier 3 Vocabulary Vault:	Tier 3 Vocabulary Vault:	Tier 3 Vocabulary Vault:
Three Bears".	communicate characters to an audience.	and include a range of techniques that they have studied.	key features and techniques of the given style.	singing.	communicate a clear message to the audience.
version of the story, "Goldilocks and the	focus on using skills and techniques to	showcase their performance skills	style and the piece must include the	disciplines: acting, dancing and	throughout this topic to
groups their own	assessment will	They must	exaggerated acting	showcase all three	the styles studied
performing in	Sins'. The	contrasting tribes.	perform in an	their ability to	techniques from
creating and	'The Seven Deadly	into two	Movies'. They must	will be assessed on	must include
skills that they have developed by	highlights the negative impact of	the characters splits	performance in the style of 'Silent	from Matilda. They	promotes inclusion and diversity. They
drama and dance	a performance that	a performance that builds tensions as	create their own	member to stage a musical number	a performance that
demonstrate the	in groups to create	in groups to create	small groups to	as an ensemble	in groups to create
Students will	Students will work	Students will work	Student will work in	Student will work	Students will work
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Summative	Summative	Summative	Summative	Summative	Summative
Questioning	Questioning	Questioning	Questioning	Questioning	Questioning
- Teacher	- Teacher	- Teacher	- Teacher	- Teacher	- Teacher
success criteria	success criteria	success criteria	success criteria	success criteria	success criteria
Assessment against	Assessment against	Assessment against	Assessment against	Assessment against	Assessment against
- Peer/self-	- Peer/self-	- Peer/self-	- Peer/self-	- Peer/self-	- Peer/self-
showcases of work	showcases of work	showcases of work	showcases of work	showcases of work	showcases of work
- Regular	- Regular	- Regular	- Regular	- Regular	- Regular
discussion	discussion	discussion	discussion	discussion	discussion
- Class/group	- Class/group	- Class/group	- Class/group	- Class/group	- Class/group
whiteboards	whiteboards	whiteboards	whiteboards	whiteboards	whiteboards
quizzing using mini	quizzing using mini	quizzing using mini	quizzing using mini	quizzing using mini	quizzing using mini
- Low stakes	- Low stakes	- Low stakes	- Low stakes	- Low stakes	- Low stakes



Voice Expression	Voice Expression	Voice Expression	Facial Expressions	Voice	Greece
Pitch	Pitch	Pitch	Gestures	Pitch	Greek Theatre
Pace	Pace	Pace	Body Language	Pace	Tragedy
Pause	Pause	Pause	Gait	Pause	Comedy
Tone	Tone	Tone	Posture	Tone	Satire
Volume	Volume	Volume	Mannerisms	Volume	Greek Chorus
Projection	Projection	Projection	Action	Projection	
Diction	Diction	Diction	Space	Diction	USA
			Dynamics	Emphasis	Street Dance
Facial Expressions	Facial Expressions	Facial Expressions	Exaggeration	Vocal Warm Up	Нір Нор
Gestures	Gestures	Gestures	Rhythm	Scales	Popping and
Body Language	Body Language	Body Language		Vocal Cords	Locking
Action	Action	Action	Still Images	Breath Control	Voguing
Space	Space	Space	Freeze frames		Waaking
Dynamics	Dynamics	Dynamics	Mime	Facial Expressions	
Formation	Formation	Formation	Captions	Gestures	Africa
			Slapstick	Body Language	Tribal Movement
Still Images	Still Images	Still Images	Unison	Gait	Percussion
Narration	Narration	Narration	Canon	Posture	Instruments
Step Out	Step Out	Step Out	Levels	Mannerisms	Animalistic
Body as Prop	Body as Prop	Body as Prop	Split Staging	Action	movement
Unison	Unison	Unison	Marking a moment	Space	Rituals
Canon	Canon	Canon	Slow motion	Dynamics	
Levels	Levels	Levels	Music score	Rhythm	India
Motif	Motif	Motif		Timing	Bollywood
		Split Staging	Creative Intention	Energy	Melodrama
Creative Intention	Creative Intention	Soundscapes	Atmosphere	Unison	Choreographed
Atmosphere	Atmosphere	Body Percussion	Characterisation	Canon	fight scenes
	Characterisation		Character	Levels	Larger than life
	Character	Creative Intention	Motivation	Marking a moment	hero's
	Motivation	Atmosphere	Tension		Elaborate
		Characterisation	Contrast	Creative Intention	traditional dance



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		Character	Comic timing	Atmosphere	
		Motivation	Conflict	Characterisation	Creative Intention
		Tension		Acting through	
		Contrast		song	
				Ensemble	
				Status	
				Relationships	
Reading Exposure:	Reading Exposure:	Reading Exposure:	Reading Exposure:	Reading Exposure:	Reading Exposure:
Roald Dahls,	A variety of	Extracts from the	Captions from a	Extracts from the	Reviews and fact
"Revolting Rhymes"	different versions	play, 'The Lord of	variety of existing	Musical, 'Matilda'.	sheet from the
	of, "The Seven	the Flies"	'Silent Movies'		different styles
A variety of	Deadly Sins".			Character	
different versions		Character		descriptions.	
of, "Goldilocks and		descriptions.			
the Three Bears".					
Strategies to	Strategies to	Strategies to	Strategies to	Strategies to	Strategies to
enable new	enable new	enable new	enable new	enable new	enable new
concepts,	concepts,	concepts,	concepts,	concepts,	concepts,
knowledge &	knowledge &	knowledge &	knowledge &	knowledge &	knowledge &
skills to embed in	skills to embed in	skills to embed in	skills to embed in	skills to embed in	skills to embed in
long-term	long-term	long-term	long-term	long-term	long-term
memory:	memory:	memory:	memory:	memory:	memory:
DIN – Open every	DIN – Open every	DIN – Open every	DIN – Open every	DIN – Open every	DIN – Open every
lesson so that	lesson so that	lesson so that	lesson so that	lesson so that	lesson so that
students are asked	students are asked	students are asked	students are asked	students are asked	students are asked
to retrieve and	to retrieve and	to retrieve and	to retrieve and	to retrieve and	to retrieve and
build previous	build previous	build previous	build previous	build previous	build previous
knowledge and to	knowledge and to	knowledge and to	knowledge and to	knowledge and to	knowledge and to



address common	address common	address common	address common	address common	address common
misconceptions.	misconceptions.	misconceptions.	misconceptions.	misconceptions.	misconceptions.
WAGOLL – I do, we	WAGOLL – I do, we	WAGOLL – I do, we	WAGOLL – I do, we	WAGOLL – I do, we	WAGOLL – I do, we
do, you do. Used	do, you do. Used	do, you do. Used	do, you do. Used	do, you do. Used	do, you do. Used
consistently to	consistently to	consistently to	consistently to	consistently to	consistently to
break down new	break down new	break down new	break down new	break down new	break down new
skills and	skills and	skills and	skills and	skills and	skills and
knowledge, offer	knowledge, offer	knowledge, offer	knowledge, offer	knowledge, offer	knowledge, offer
support and	support and	support and	support and	support and	support and
scaffolding and	scaffolding and	scaffolding and	scaffolding and	scaffolding and	scaffolding and
building confidence	building confidence	building confidence	building confidence	building confidence	building confidence
within students.	within students.	within students.	within students.	within students.	within students.
Blue Zone –	Blue Zone –	Blue Zone –	Blue Zone –	Blue Zone –	Blue Zone –
Dedicated time	Dedicated time	Dedicated time	Dedicated time	Dedicated time	Dedicated time
given to students to	given to students to	given to students to	given to students to	given to students to	given to students to
practise, develop and refine new	practise, develop and refine new				
skills and	skills and knowledge.	skills and	skills and	skills and knowledge.	skills and
knowledge.	Kilowieuge.	knowledge.	knowledge.	knowieuge.	knowledge.
Hinge questions –	Hinge questions –	Hinge questions –	Hinge questions –	Hinge questions –	Hinge questions –
Used during the	Used during the	Used during the	Used during the	Used during the	Used during the
Blue Zone so that	Blue Zone so that	Blue Zone so that	Blue Zone so that	Blue Zone so that	Blue Zone so that
any misconceptions	any misconceptions	any misconceptions	any misconceptions	any misconceptions	any misconceptions
are addressed and	are addressed and	are addressed and	are addressed and	are addressed and	are addressed and
rectified quickly.	rectified quickly.	rectified quickly.	rectified quickly.	rectified quickly.	rectified quickly.
, ,	' '	, ,	' '	' '	' '
Peer and Self-	Peer and Self-	Peer and Self-	Peer and Self-	Peer and Self-	Peer and Self-
Assessment against	Assessment against	Assessment against	Assessment against	Assessment against	Assessment against
success criteria.	success criteria.	success criteria.	success criteria.	success criteria.	success criteria.



| Students develop a |
|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| clear understanding |
| on how to |
| complete tasks |
| successfully and |
| have ownership on |
| target setting for |
development.	development.	development.	development.	development.	development.
Purposeful	Purposeful	Purposeful	Purposeful	Purposeful	Purposeful
Homework – Set to					
develop learning					
and build passion					
for subject and					
topics.	topics.	topics.	topics.	topics.	topics.

