

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

<p>Students will learn how to identify the creative intentions of a story and begin to apply these to the creative process.</p> <p>Students will learn drama and dance techniques to develop their creativity in the presentation of stories.</p> <p>Students will learn how to evaluate their own work and the work of other in a respectful manner.</p>	<p>the process of characterisation.</p> <p>Students will learn how to use existing stories as a stimulus for creating new work.</p> <p>Students will learn a range of drama and dance techniques to help them devise and choreograph original work.</p> <p>Students will learn how to evaluate their own work and the work of other in a respectful manner.</p>	<p>own interpretations of the events.</p> <p>Students will learn how to build tension and create atmosphere through performance skills and techniques.</p> <p>Students will develop their evaluations skills to aid their personal progress and the progress of their peers.</p>	<p>Student will be taught how to use an exaggerated acting style within their storytelling.</p> <p>Students will develop their own short stories using typical scenarios and characters seen within the style.</p> <p>Students will develop their evaluations skills to aid their personal progress and the progress of their peers.</p>	<p>Students will explore the dynamics of relationships within the script and use key performances skills to communicate these relationships.</p> <p>Students will develop the skills required to work effectively as an ensemble member and develop their singing skills to be able to act through song.</p> <p>Students will develop their evaluations skills. They will be able to set targets to aid development. They will be able to evaluate performance based on the intentions and desired style.</p>	<p>the different styles and be able to justify these with their understanding of purpose and origins.</p> <p>Students will learn how to combine styles, taking a range of key skills and techniques from a variety of styles to communicate a core message about inclusion and diversity.</p> <p>Students will develop their evaluations skills. They will be able to set targets to aid development. They will be able to evaluate performance based on the intentions and desired style.</p>
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Links to Prior Learning:	Links to Prior Learning:	Links to Prior Learning:	Links to Prior Learning:	Links to Prior Learning:	Links to Prior Learning:
<p>All students will have studied stories in some context. They will draw on previous stories that they have studied to develop an understanding of what makes an interesting story.</p>	<p>Using their previous knowledge of how to effectively tell stories, they will continue to build upon this with a key focus on characterisation.</p> <p>During the last topic they developed practical skills and techniques in drama and dance to share stories with an audience. Now, they will build upon this with a key focus on character motivation and how they can use communicate this to an audience with performance skills and techniques.</p>	<p>Students will apply their knowledge and performance skills on how to share stories effectively and how to communicate characters clearly to delivering a scripted performance.</p> <p>They will continue to refine the skills and techniques learnt in the previous topics and learn new ones to add to their performance toolkits.</p> <p>They will apply their knowledge of creative intentions and character motivation to the text to develop</p>	<p>Students apply the knowledge and performance skills but shaping these to fit with a specific style.</p> <p>They will continue to refine the skills and techniques learnt in the previous topics and learn new ones to add to their performance toolkits.</p> <p>They will apply their knowledge of creative intentions and character motivation to the develop their own stories within a specific style.</p> <p>Students will continue to develop their evaluation</p>	<p>Students will build upon their knowledge and skills from working with script and performing in a specific style to aid their understanding of how to successfully perform extracts and songs from the Musical.</p> <p>They will continue to refine the skills and techniques learnt in the previous topics and learn new ones to add to their performance toolkits.</p> <p>Students will utilise the acting and dance skills that they have learnt so far and understand</p>	<p>Students will draw upon all knowledge and skills learnt so far to fully understand the diversity of performance.</p> <p>They will continue to refine the skills and techniques learnt in the previous topics and learn new ones to add to their performance toolkits.</p> <p>Students will use their knowledge on storytelling and its value to communicate important social lessons to an audience to empower them in finding a meaningful voice.</p>

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

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

