

## Year 7 Curriculum Overview Plan: Performing Arts

Dance Topic 1	Dance Topic 2	Musical Theatre Topic 1	Musical Theatre Topic 2	Drama Topic 1	Drama Topic 2
<p><b>Key Theme:</b> Introduction to Dance Nutcracker and sweetie land.</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> To develop an understanding of ACTIONS, SPACE, DYNAMICS &amp; RELATIONSHIPS through the theme of Superheroes and villains. Students will be introduced to the Professional choreographer Matthew Bourne and appreciating his work Nutcracker</p>	<p><b>Key Theme:</b> Style it out</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> A series of workshops to explore dance through a variety of different styles from around the world. This will encourage diversity and cultural awareness.</p> <p><b>Links to Prior Learning:</b> Action space and dynamic qualities will be developed from the previous scheme. Choreography</p>	<p><b>Key Theme:</b> Introduction to Musical Theatre</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> To develop understanding of Book Musicals and a focus on musicals by Andrew Lloyd Webber, work in an Ensemble. Students will be introduced to three musicals and develop ensemble skills including responding to direction, acting through and rehearsal skills through learning</p>	<p><b>Key Theme:</b> Explore &amp; Create</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Application of new found rehearsal and performance skills. Developing creativity and confidence in small groups. Small group work and professional job roles within rehearsal and performance of 'The Greatest Showman'.</p> <p><b>Links to Prior Learning:</b> Application of rehearsal and performance skills developed in Topic 1.</p>	<p><b>Key Theme:</b> Lights, Camera, Action Greatest Show.</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Introduction to drama through storytelling and devising - During this introduction to script work students have the first sense of being able to re-create other characters who have different personalities and have differing back stories. They will be expected to work in various group sizes from two to a whole class ensemble within non</p>	<p><b>Key Theme:</b> Darkwood Manor and Theatre History.</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> During this SOW, students will engage in the art of theatre making using devising processes, techniques for performance and character development activities. In the second half students will explore the historical, social and political context of drama and theatre, along with its styles and genres.</p>

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<p>Students will develop their performance and choreographic skills through learning repertoire and creating their own versions of sweet dances.</p> <p><b>Links to Prior Learning:</b> KS2 NC Develop flexibility, strength, technique, control and balance. perform dances using a range of movement patterns</p> <p><b>Key Assessment Pieces:</b> Mid term review with whole class feedback Filmed assessment and the end of the unit</p>	<p>influences and intentions of traditions.</p> <p><b>Key Assessment Pieces:</b> Mid review whole class feedback and final filmed assessment</p> <p><b>Tier 3 Vocabulary Vault:</b> Traditions Culture Relationships Diversity</p> <p><b>Reading Exposure:</b> Research into different cultures and traditions</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills</b></p>	<p>Musical Theatre numbers in different styles. These include; Oliver - Looking at the context of a musical. Cats - Physicalization of character. Joseph &amp; his Amazing Technicolor Dreamcoat - Biblical connection and style. Safety and the environment. Work in role of a performer, teacher in role as a Director/Choreographer and Musical Director.</p> <p><b>Links to Prior Learning:</b> KS2 Music - Singing</p> <p><b>Key Assessment Pieces:</b> Mid term review with whole class feedback</p>	<p>Exploration of job roles from Topic 1.</p> <p><b>Key Assessment Pieces:</b> Mid review whole class feedback and final filmed assessment</p> <p><b>Tier 3 Vocabulary Vault:</b> Warm-up Rehearsal Schedule Explore Devise Performance Review</p> <p><b>Reading Exposure:</b> Research of The Greatest Showman.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills</b></p>	<p>friendship dynamics. They will be encouraged to challenge others ideas and give their own creative and imaginative ideas.</p> <p><b>Links to Prior Learning:</b> KS2 - Characterisation, developing understanding of drama specific language.</p> <p><b>Key Assessment Pieces:</b> Mid review whole class feedback and final filmed assessment</p> <p><b>Tier 3 Vocabulary Vault:</b> Still image, Thought Track, Narration,</p>	<p><b>Links to Prior Learning:</b> Acting skills from topic 1.</p> <p><b>Key Assessment Pieces:</b> Mid review whole class feedback and final filmed assessment</p> <p><b>Tier 3 Vocabulary Vault:</b> Communication, Time Management, Stage configurations, Stage positions, entrances and exits, team work, compromise,</p> <p><b>Reading Exposure:</b> Script reading and research.</p>

<p><b>Tier 3 Vocabulary Vault:</b> Performance Dynamics Action Spatial design motif</p> <p><b>Reading Exposure:</b></p> <p>Synopsis of Nutcracker Matthew Bourne</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Application of skill through Physical exploration Do it now recall Low stakes quizzes questioning</p>	<p><b>to embed in long-term memory:</b></p> <p>Application of skill through Physical exploration Do it now recall Low stakes quizzes questioning Rehearsal techniques</p>	<p>Filmed assessment and the end of the unit.</p> <p><b>Tier 3 Vocabulary Vault:</b> Ensemble Focus Rehearsal Formation Timing</p> <p><b>Reading Exposure:</b></p> <p>Synopsis of three musicals. The Book of Practical Cats by T.S Elliot.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Rehearsal Techniques Repetition</p>	<p><b>to embed in long-term memory:</b></p> <p>Application of skill through Physical exploration Do it now recall Low stakes quizzes questioning</p> <p>Remote and promoted personal research study - one role of choice weekly - create a fact file to share with others in the group.</p>	<p>Flashback/Flash forward, Ensemble. Improvisation, Stimulus, Teacher in role, hot seating. Facial Expression, Body language, Gestures, Pace, Accent, Volume, Tone, Pace, Pitch.</p> <p><b>Reading Exposure:</b> Reading of scripts.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Rehearsal Techniques Repetition Application of skill through Physical exploration</p>	<p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Application of skill through Physical exploration Do it now recall Low stakes quizzes questioning</p>

		Application of skill through Physical exploration  Remote and promoted personal research study - one musical of choice to share with others in the group.			
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