

Performing Arts Year 7 Curriculum



ASPIRE – ENDEAVOUR - SUCCEED

Rationale

Our vision is to enable children from all backgrounds to have the opportunity to learn practical skills whether that to be through PE, Drama, Dance and Music and to have the opportunity to progress to the next level of excellence.

Within the faculty it is our intention to engage and inspire pupils to develop their talent, and so increase their self-confidence, creativity and sense of achievement.

The faculty feels that it is important for students to experience a variety of opportunities, both in and outside the classroom.

Threshold concepts

- *(the understanding that underpins the learning of new content within this subject and year)*

Our intent is to nurture an enjoyment and understanding of Drama and Dance through practical experience and to develop both subject specific and transferrable skills that empower students. We focus on encouraging teamwork, creativity, reflection communication and self-awareness. We aim to engage students and build confidence in a safe and inclusive environment.

Drama should inspire students to develop inquisitive minds and teach them how to explore life through Art. It should develop their understanding of the function of Drama in civilisation and equip them for life with the necessary skills to become reflective, responsible adults with the ability to make a positive contribution to society.

Through Dance students are taught both how to appreciate and analyse professional Dance works and how to critique their own and others' performances and compositions to enable a continuous process of self-development. Students' self-confidence and empathy is refined through regular opportunities to choreograph their own compositions and perform to their peers.

We believe that students should be given the opportunity to participate in a wide variety of Drama/Dance activities both in and outside the classroom. Taking part in a production is a valuable and rewarding experience and gives students a sense of achievement. The camaraderie, mutual support and inclusiveness that comes from being in a theatrical team, whether on stage or backstage is positive and builds confidence.

Subject knowledge

- *(the specific knowledge that you expect students to learn throughout the year)*

Drama Tich Miller

- Understand how to use acting skills to create a character
- Learn what a still image is and how to use one.
- Learn what a thought track is and how to use one.
- Create an improvisation based on our stimulus.
- Create and perform an improvisation
- Perform using acting skills
- Learn hot seating and how to use this in drama
- Understand how hot seating helps characterisation
- Learn what a monologue is
- Consider the acting skills we need to successfully perform a monologue

- Write a monologue as either Tich, Tubby or the Bully
- Rehearse our monologue ready for assessment next lesson

Dance – Motif Development

- Learn a motif.
- Learn how the motif links to a stimulus.
- Taught choreography from the teacher and rehearse this.
- Look at how we can develop the motif using space.
- Understand what is meant by 'space' in dance.
- Develop existing motif using space.
- Develop motif using dynamic.
- Understand how to change a section of the motif using just dynamics.
- Understand what is meant by relationships in dance.
- Understand what choreographic devices are and use two devices to develop your motif.
- Rehearse completed motif and perform for a mid-point assessment.
- Complete DIRT on your choreography.
- Understand why we do formal assessments and understand how this grade is used.
- Write an evaluation for your motif development.

Dance – Super Heroes

- Perform a set dance using characterisation to portray superheroes
- Use choreographic devices to develop a set dance
- Observe and evaluate the use of characterisation in performance
- Perform the set dance using dynamic quality to enhance performance.
- Use superheroes as a stimulus to create freeze frames
- Identify and articulate the difference between action and dynamics
- Perform the set dance using dynamic quality to enhance performance.
- Know what a formation is and how it is used in dance.
- Create different formations within your own choreography.
- Know what canon and unison are.
- Know how to make canon and unison effective.
- Add canon and unison to our choreography.
- Understand the term expressive skills and identify key elements of these skills.
- Reflect on the experience of the audience and consider what they look for when watching dance.
- Perform your final choreography to the class.
- You must create an ending position for your choreography.
- Understand the plot of the script.
- Understand the characters of the scene and why they act the way they do.
- Add improvisation to change the course of the play.

The Terrible Fate of Humpty Dumpty

- Establish current students' ideas about bullying.
- Explore the relevance and prevalence of bullying as a contemporary issue.
- Introduce the play "The Terrible Fate of Humpty Dumpty"
- Recap main features of script work
- Use thought track and still image to realise a scene
- Perform scene 3 considering voice, staging and audience.
- Understand the plot and implications of the next part of "The Terrible Fate of Humpty Dumpty"
- Explore ways of staging a scripted play

- Understand the term ‘role on the wall’ and how to use this technique.
- Understand the plot and implications of “The Terrible Fate of Humpty Dumpty”
- Use improvisation to explore script work.
- Understand the plot of the script.
- Understand the characters of the scene and why they act the way they do.

Shrek the Musical – Critical Appreciation of the Arts

- Know elements of musical theatre
- Describe four costumes from Shrek the Musical.
- Analyse what a costume tells us about the character
- Describe a set and write about the effect the technical elements create.
- Know what skills actors use to create a character
- Write a paragraph on at least one character, giving examples of characterisation and evaluating how the character comes across to the audience.
- Evaluate our own thoughts and opinions on Shrek the Musical.

Sequence of learning

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Dance Superheroes Introduction to Dance</p> <p>DANCE Here students are introduced to basic dance techniques. They are taught a level 1 routine. They learn to add choreography to the routine through choosing appropriate actions, understanding dynamics, use of space, unison and canon.</p>	<p>Tich Miller Introduction to Drama</p> <p>DRAMA Students are introduced to the basic principles of drama. They are introduced to a level 1 stimulus. They explore the stimulus through still images, thought track and improvisation. They are taught to perform with facial expression and vocal expression.</p>	<p>Quicksand Developing a Motif</p> <p>DANCE Students are taught a level 2 contemporary motif. They are taught to develop the motif through- space (formations, direction and travel). Dynamics (at least two contrasting dynamics) actions (appropriate to the stimulus. Students are encouraged to choose actions based on ability).</p>	<p>The Terrible Fate of Humpty Dumpty Exploring a scripted play</p> <p>DRAMA Students are taught a Level 1 play. They explore the theme of bullying. Students are taught how to approach the text through acting skills (facial expression, body language, vocal expression) appropriate to character.</p>	<p>Emancipation of Expressionism Exploring a repertoire</p> <p>DANCE Students are introduced to a professional work. They are introduced to the style of Hip Hop. Students reflect on the professional work and are taught key principals of hip hop (body locking, popping, sharp dynamics, crumping, breaking and waking).</p>	<p>Shrek the Musical Theory Writing about Performing Arts</p> <p>Critical appreciation of Performing Arts Here students are introduced to a Level 1 musical. This scheme is theory based. Students study: Themes, plot, acting style, dance, music, costume, lighting. They write about how elements of performing arts are used together to show an audience intention.</p>

Level 1	Level 2	Level 3
<p>DRAMA Stimulus: Short poem, song, prop, theme (e.g. friendship or bullying). Play: Short chunks of text in the naturalistic style. Theme of play similar to theme of stimulus.</p> <p>DANCE Routine- basic dance actions (twist, spin, slide, roll) Style: Key features of the style taught scaffolded. E.g. Contemporary moves such as a reach is done with an arm using the appropriate dynamic.</p>	<p>DRAMA Stimulus: Theme (such as social class, superstition, Freedom, oppression). Poem from other countries, time periods, races and cultures. Play: Longer, more complex dialogue. Themes similar to stimulus.</p> <p>DANCE Routine- technical actions such as positions (first, second etc), pile, arabesque, stag etc. Style: Advanced features of the style taught. E.g. jumps and lifts, pointed toes, turn of head.</p>	<p>DRAMA Stimulus: Theme such as mental health, nature vs nurture, humanity, culture. Poem reflecting above themes. Play: GCSE texts. Complex dialogue, theme and characters.</p> <p>DANCE Routine- GCSE approach. Terminology, actions etc all from GCSE spec. Style: Advanced features of the style taught. E.g. range of actions to communicate intention of style and piece.</p>

Cross-curricular knowledge

- *(the knowledge drawn from other subjects to support understanding of concepts)*
- English – Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.
- PE – Dance gives students the opportunity to be creative as in gymnastics expressing emotions and feelings through movement to music, it allows students to draw upon their own imagination.

Curriculum links to careers

- *(specific examples of lessons and/or units in which work related learning will be explicitly taught)*
- Character and Employability: The positive traits, attitudes, behaviours and skills of considerate, responsible and imaginative citizens, ready to access the world of work as resourceful, responsible, reliable and collaborative employees and entrepreneurs.
- Drama offers opportunities for development in many areas and can support progression to a wide range of subjects and career paths as it develops transferrable skills. These include cognitive skills such as problem solving, decision making and critical thinking; interpersonal skills such as active listening, communication, relationship building, trust, teamwork, intercultural sensitivity, self-presentation, social influence, conflict resolution, negotiation and collaborative problem solving; and intrapersonal skills such as adaptability, working with different personalities, self-management, working autonomously, self-motivation, self-monitoring.

Procedural knowledge

- *(the subject specific skills that students will need to learn in order to demonstrate their understanding of the subject knowledge)*

Tich Miller – Introduction to Drama

- Students are introduced to the basic principles of drama. They are introduced to a level 1 stimulus. They explore the stimulus through: **still images**, **thought track** and **improvisation**. They are taught to perform with **facial expression** and **vocal expression**.
- Students take on a role within an imagined situation, re-enactment of a poem.
- Uses **voice** projection & **facing audience**, considering use of **volume**, and uses movement in roles, conveying a character through gestures, space and posture.
- Uses expression in role, conveying a character through body language gesture & use of space, facial expression.
- Creates a short drama using improvisation, from a given stimulus, and working collaboratively.
- Contributes towards the development of a drama, for example, by discussing aspects such as character, performance.
- Shares views and listens appropriately to the views of others about what works well and what could be improved in their own and others' work, using some drama vocabulary.
- What makes a good still image
- Thought track and understanding a character – creating own thought track links to characterisation
- Improvisation – understand story and character, quality of improvisation relating to theme.

Dance – Motif Development

- Students are taught a level 2 contemporary motif. They are taught to develop the motif through- **space** (formations, direction and travel). **Dynamics** (at least two contrasting dynamics) **actions** (appropriate to the stimulus. Students are encouraged to choose actions based on ability).
- Performs a range of simple, repeated, intentional movements and gestures.
- Uses space and resources creatively.
- Chooses and explores ways of moving rhythmically, expressively and playfully.
- Participates in dance that is taught and/or creative movement invented by peers.
- Shows understanding that dance consists of combined movements and gestures, usually performed with music or a beat.
- Shares their responses to stimuli through movement with, for example, peers or practitioner.
- Shares thoughts and feelings in response to dance experiences, either as a performer or as part of an audience, giving reasons for likes and dislikes.
- Shares views and listens appropriately to the views of others on their own or others' work.

Superheroes – Introduction to Dance

- Here students are introduced to basic dance techniques. They are taught a level 1 routine. They learn to add choreography to the routine through choosing **appropriate actions, understanding dynamics**, use of **space, unison** and **canon**.
- Identifies and performs the body actions of turn, jump, gesture, pause and fall, with some degree of control.
- Creates, rehearses and performs short dance sequences, working on their own and with others.
- Creates new dance movements and sequences using their dance repertoire, incorporating different speeds and levels, characters and emotions to add interest and variety.
- Explores rhythm, movement and space, and increases possibilities for expression through movement.
- Demonstrates safe practice in dance, for example, being aware of personal space, planned landings.
- Shares thoughts and feelings by expressing personal views in response to experiencing live or recorded dance performance.
- Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some dance vocabulary

The Terrible Fate of Humpty Dumpty

- Students are taught a Level 1 play. They explore the theme of bullying. Students are taught how to approach the text through acting skills (**facial expression, body language, vocal expression**) appropriate to character.
- Students get used to reading and analysing the play within discussion alike and will also focus on using stage directions. Difference between script and novel, play right intentions, applying acting skills to script.
- Uses voice, considering use of volume, pace, pitch and tone.
- Uses movement in roles, conveying a character through gestures and posture.
- Uses expression in role, conveying a character through body language, e.g posture, position/movement on stage and gesture.
- Shows understanding of how to work from a script by acting or speaking at the appropriate time.
- Contributes towards the development of a drama, for example, by discussing aspects such as character, performance, or script.
- Shares views and listens appropriately to the views of others about what works well and what could be improved in their own and others' work, using some drama vocabulary.

Dance – Emancipation of Expressionism *Exploring a repertoire*

- Students are introduced to a professional work. They are introduced to the style of Hip Hop. Students reflect on the professional work and are taught key principals of hip hop (body locking, popping, sharp dynamics, crumping, breaking and waaking).
- Identifies and performs the body actions of turn, jump, gesture, pause and fall, with some degree of control.
- Creates, rehearses and performs short dance sequences, working on their own and with others.
- Creates new dance movements and sequences using their dance repertoire, incorporating different speeds and levels, characters and emotions to add interest and variety.
- Explores rhythm, movement and space, and increases possibilities for expression through movement.
- Understands some of the different forms of dance, for example, hip hop.
- Demonstrates understanding of simple formations, such as circles or squares, through taking in part in group dance.
- Demonstrates safe practice in dance, for example, being aware of personal space, planned landings.
- Shares thoughts and feelings by expressing personal views in response to experiencing live or recorded dance performance.
- Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some dance vocabulary.

Theory – Shrek the Musical – Writing about Performing Arts Critical appreciation of Performing Arts

- Here students are introduced to a Level 1 musical. This scheme is theory based. Students study: Themes, plot, acting style, dance, music, costume, lighting. They write about how elements of performing arts are used together to show an audience intention.