

What are the aims and intentions of this curriculum?

The aim of the Year 7 Performing Arts curriculum is to introduce students to the theoretical aspects of creating dance and drama, and using this knowledge to begin to create practical work. It is designed to help students progress in their knowledge, skills and understanding of how to create, perform and evaluate. They are introduced to a range of performance skills, including vocal and physical expression and subject specific terminology and techniques. Students are encouraged to work together in an imaginative, disciplined and collaborative manner to reach their creative and expressive potential.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	INTRODUCTION TO PERFORMING ARTS - Rules and Tools <ul style="list-style-type: none"> How to work in Performing Arts Skills and Techniques 	Students will be introduced to Performing Arts and the rules and tools needed to build their confidence and draw out their inner performance skills. They will learn to work individually and collaboratively and build on their skills and techniques to perform in front of an audience.	<ul style="list-style-type: none"> Dance and drama skills Workshop skills Performance skills Roles and responsibilities Collaboration and meeting deadlines Skills and Techniques 	<p>Create: All students will be involved in the creative process for their final performance.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will evaluate and self-assess after every performance.</p>
Autumn 2	INTRODUCTION TO DRAMA - The Box <ul style="list-style-type: none"> Baseline Assessment Devising work Performance 	Students will create their own performance piece using the 2 art forms of dance and drama. The stimulus used is 'The Box'. They will apply different techniques and use their interpretative and stylistic skills to create a final performance.	<ul style="list-style-type: none"> Responding to a stimulus Dance and drama skills through improvisation and set tasks Techniques and performance skills Performance confidence Skills and Techniques Collaboration and meeting deadlines 	<p>Create: All students will be involved in the creative process for their final performance, all will research and gather information for their group performances.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will evaluate and self-assess after every performance.</p>
Spring 1	STUDY OF A GENRE - Greek Theatre <ul style="list-style-type: none"> Historical context Skills and Techniques Performance 	Students will study the historical context of Greek Theatre. Students will workshop these techniques and create a performance piece. They will use knowledge gained to create a drama performance using the scripts given. They will also apply the skills and techniques they have learned to put into their final performance.	<ul style="list-style-type: none"> Choreography/ Movement skills Dramatic Theatre skills Creative skills Improvisation and set tasks Skills and Techniques Performance skills 	<p>Create: All students will be involved in the creative process for their final performance. They will all gather individual information to bring back to the group.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will evaluate and self-assess after every performance.</p>

<p>Spring 2</p>	<p>INTRODUCTION TO DANCE - Over, Under, On and Through</p> <ul style="list-style-type: none"> • Skills and Techniques • Performance 	<p>Students will be introduced to the concept of RADS in dance. Using the four Action words they need to create movement material for a performance piece. They will use improvisation to add in transitional movements.</p>	<ul style="list-style-type: none"> • Choreography/movement skills • Creative skills • Skills and techniques • Improvisation • Working collaboratively • Performance skills 	<p>Create: All students will be involved in the creative process for their final performance. Perform: All students will perform on stage to a live audience. Respond: All students will evaluate and self-assess after every performance.</p>
<p>Summer 1</p>	<p>STUDY OF A MUSICAL - Bugsy Malone</p> <ul style="list-style-type: none"> • Theatrical context • Learning and adapting text and set repertoire • Performance 	<p>Students will study both the stage and film version of Bugsy Malone, looking at the historical context and use of musical theatre techniques. Students will then choose a scene to recreate and be taught a piece of set repertoire. They will then perform to a live audience.</p>	<ul style="list-style-type: none"> • Research skills • Workshop skills • Devising skills • Choreographic skills • Performance skills 	<p>Create: All students will be involved in the creative process for their final performance of Bugsy Malone. Perform: All students will perform on stage to a live audience. Respond: All students will evaluate and self-assess after every performance.</p>
<p>Summer 2</p>	<p>CHOREOGRAPHY - Dance Fusion</p> <ul style="list-style-type: none"> • Learning set repertoire <p>Performance</p>	<p>Students will have the opportunity to learn a piece of choreography. The focus will be on the skills and techniques being taught, whilst also paying attention to interpretative, physical and technical skills. Students will perform the movement material to an audience.</p>	<ul style="list-style-type: none"> • Learning set choreography • Technical skills • Movement skills • Performance skills and performance confidence • Interpretative and technical skills • Collaboration and meeting deadlines 	<p>Create: All students will learn the choreography using their interpretative, physical and technical skills. Perform: All students will perform on stage to a live audience. Respond: All students will evaluate and self-assess after every performance.</p>