

## 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	<p><b>INTRODUCTION TO PERFORMING ARTS - Rules and Tools</b></p> <ul style="list-style-type: none"> <li>• How to work in Performing Arts</li> <li>• Skills and Techniques</li> </ul> <p>Employability and life skills: Team work, Time Management, Creative thinking, Cultural Appreciation of styles of Theatre, Historical Relevance, Speaking and Presentation skills</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Dance and drama skills</li> <li>• Workshop skills</li> <li>• Performance skills</li> <li>• Roles and responsibilities</li> <li>• Collaboration and meeting deadlines</li> <li>• Skills and Techniques</li> </ul>	<p><b>Create:</b> All students will be involved in the creative process for their final performance.</p> <p><b>Perform:</b> All students will perform on stage to a live audience.</p> <p><b>Respond:</b> All students will evaluate and self-assess after every performance.</p>
Autumn 2	<p><b>INTRODUCTION TO DRAMA - Greek Theatre</b></p> <ul style="list-style-type: none"> <li>• Historical context</li> <li>• Skills and Techniques</li> <li>• Performance</li> <li>• Devising work</li> <li>• Performance</li> </ul>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Dramatic theatre skills</li> <li>• Creative skills</li> <li>• Improvisation and set tasks</li> <li>• Skills and Techniques</li> <li>• Performance</li> </ul>	<p><b>Create:</b> 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><b>Perform:</b> All students will perform on stage to a live audience.</p>

	<p>Employability and life skills: Team work, Time Management, Creative thinking, Cultural Appreciation of styles of Theatre, Historical Relevance, Speaking and Presentation skills</p>			<p><b>Respond:</b> All students will evaluate and self-assess after every performance.</p>
<p>Spring 1</p>	<p><b>INTRODUCTION TO DANCE</b> <b>Professional Work</b></p> <ul style="list-style-type: none"> <li>• Historical context</li> <li>• Skills and Techniques</li> <li>• Performance</li> </ul> <p>Employability and life skills: Team work, Time Management, Creative thinking, Cultural Appreciation of styles of Dance, Presentation skills</p> <p>Theme – Prejudice/ Disability (Relationships)</p>	<p>Students will study the professional work of Anna Teresa De Keersmaeker and Darshan Singh Bhuller. They will focus on specific set repertoire to learn and perform.</p> <p>Students will learn the precise skills and techniques needed to be able to perform in the style of and create performance work.</p>	<ul style="list-style-type: none"> <li>• Performance skills</li> <li>• Dance skills through improvisation and set tasks</li> <li>• Techniques and performance skills</li> <li>• Performance confidence</li> <li>• Skills and Techniques</li> <li>• Collaboration and meeting deadlines</li> </ul>	<p><b>Create:</b> 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><b>Perform:</b> All students will perform on stage to a live audience.</p> <p><b>Respond:</b> All students will evaluate and self-assess after every performance.</p>
<p>Spring 2</p>	<p><b>INTRODUCTION TO DANCE - Study of a Genre – Post Modern</b></p> <ul style="list-style-type: none"> <li>• Historical context</li> <li>• Political context</li> <li>• Social context</li> <li>• Skills and Techniques</li> </ul>	<p>Students will be introduced to Trisha Brown and other postmodern choreographers within this dance unit. They will learn the historical, political and social context of postmodern dance. Students will need to create movement material for a performance piece using the style they have been learning. They will use</p>	<ul style="list-style-type: none"> <li>• Choreography/movement skills</li> <li>• Creative skills</li> <li>• Skills and techniques</li> <li>• Improvisation</li> <li>• Working collaboratively</li> <li>• Performance skills</li> </ul>	<p><b>Create:</b> All students will be involved in the creative process for their final performance.</p> <p><b>Perform:</b> All students will perform on stage to a live audience.</p> <p><b>Respond:</b> All students will evaluate and self-assess after every performance.</p>

	<ul style="list-style-type: none"> <li>• Performance</li> </ul> <p>Employability and life skills:  Team work, Time  Management, Creative  thinking, Cultural  Appreciation of styles of  Dance, Presentation skills</p> <p>Theme – Conflict  (Relationships)</p>	improvisation to add in transitional movements.		
<b>Summer 1</b>	<b>STUDY OF A MUSICAL -  Bugsy Malone</b> <ul style="list-style-type: none"> <li>• Theatrical context</li> <li>• Learning and adapting text  and set repertoire</li> <li>• Performance</li> </ul> <p>Employability and life skills:  Team work, Time  Management, Creative  thinking, Cultural  Appreciation of styles of  Musicals Theatre  appreciation, Exploring SMSC,  Speaking and Presentation  Skills</p> <p>Theme – Respect  (Relationships)</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.	<ul style="list-style-type: none"> <li>• Research skills</li> <li>• Workshop skills</li> <li>• Devising skills</li> <li>• Choreographic skills</li> <li>• Performance skills</li> </ul>	<b>Create:</b> All students will be involved in the creative process for their final performance of Bugsy Malone. <b>Perform:</b> All students will perform on stage to a live audience. <b>Respond:</b> All students will evaluate and self-assess after every performance.

