



Subject: Performing Arts

Year 7

Curriculum Overview

Intent: Dance: *By the end of the year, students will understand key dance vocabulary and be able to execute with confidence. Students will have knowledge on a variety of practitioners in different dance styles and begin to understand what elements are needed to be a professional dancer and create a professional piece of repertoire. Students will work alongside their teacher and begin to create choreography and learn the importance of their execution and precision of movement. Students will begin to develop their confidence in devising their own piece of choreography while reflecting on their previous knowledge gained throughout the academic year.*

Acting: By the end of the year, students will understand key drama vocabulary and be able to execute with confidence. Students will have knowledge on a variety of practitioners in different acting styles and begin to understand what elements are needed to be a professional actor and create a professional piece of drama. Students will work alongside their teacher and begin to create drama. Students will begin to develop their confidence in devising their own piece of performance, while reflecting on their previous knowledge gained throughout the academic year.

Musical Theatre: By the end of the year, students should be able to understand the stylistic features and creative intentions of Musical Theatre, being able to discuss genre, style, repertoire and practitioners of Musical Theatre coherently.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	Core 1: Skills- The Island Understanding key stylistic features needed to create a small performance.	Core 1: Skill- Urban Moves Understand key dance terminology and be able to execute them successfully.	Option 1: Styles- Musical Theatre: Matilda Have a clear understanding of key Musical Theatre subject specific terminology and have a secure understanding of the main acting stylistic features of Musical Theatre.	Option 1: Styles- Musical Theatre: Shrek Have a clear understanding of key Musical Theatre subject specific terminology and have a secure understanding of the main acting stylistic features of Musical Theatre.	Core 2: Devising- Text Appreciation: Humpty Dumpty How do you get from page to stage?	Core 2: Devising using Dance Styles Have an understanding of a variety of dance styles and be able to execute them with confidence. Exploring cultural capital.
Additional support links:	Acting Skills and Techniques	We are young Street Dance	BBC Bitesize	BBC Bitesize	Terrible Fate of Humpty Dumpty	Jazz Rock 'n' Roll



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			Musical Theatre meaning and explanation video Musical Theatre compilation video.	Musical Theatre meaning and explanation video Musical Theatre compilation video.		
Knowledge:	<p>The technique of drama elements and placing them into a coherent piece</p> <p>Ability to work within a group format sharing and collaborating ideas.</p> <p>Evaluating and peer assessing work, focusing on critical thinking and improvement.</p>	<p>An understanding of urban/street dance style and key dance terminology.</p> <p>Focus on dance origins and how they develop.</p> <p>To be able to understand dance stylistic features while executing them within the choreography.</p>	<p>An introduction to Musical Theatre acting styles and repertoire</p> <p>Understanding of key musical theatre dance styles.</p> <p>A clear understanding of different genres and styles of theatre.</p> <p>Understanding of 'stylistic features.'</p> <p>Exposure to different Musical Theatre repertoire and developing the ability to analyse creative intentions.</p>	<p>An introduction to Musical Theatre Dance styles and repertoire</p> <p>Understanding of key musical theatre acting styles.</p> <p>A clear understanding of different genres and styles of theatre.</p> <p>Understanding of 'stylistic features.'</p> <p>Exposure to different Musical Theatre styles and developing the ability to analyse creative intentions.</p>	<p>Understanding of the layers of text. From page to stage. From understanding of plot, theme, character, context...</p> <p>To the direction and production of the words on a stage and the reasoning behind that.</p> <p>To be able to abstract ideas from stimulus. To be able to see beyond what is 'right in front of you'</p> <p>To be able to think deeply and question the obvious. To then be able to portray that deeper knowledge through performance. A complex idea.</p>	<p>An understanding of Jazz and Rock and Roll dance styles.</p> <p>Studying professional repertoire being able to pick out key features.</p> <p>Aims and intentions: what is Jazz/Rock and Roll dance?</p> <p>Analysis: how do the context, aims and intentions, target audience, and stylistic qualities shape our interpretation of the repertoire?</p> <p>Skills: which skills are essential for an effective performance?</p>
Skills:	<p>Implementation and understanding of the key drama skills.</p>	<p>Develop skills and techniques for performance</p> <p>Dance vocabulary, Performance skills</p>	<p>Interpretation</p> <p>Selection, application and evaluation of vocal skills, physical skills, and</p>	<p>Interpretation</p> <p>Selection, application and evaluation of vocal skills, physical skills, and</p>	<p>Core 2 sees the realisation of page to stage through acting skills</p>	<p>Examine professional practitioners' performance work</p> <p>Understanding of key professional practitioners' performance work preparing them for exam success.</p>



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THE HART
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Creative
Education
Trust

	Use of skills and implementation into a coherent story	and an understanding of urban/street dance. Selection, application and evaluation of interpretative skills, physical skills, and spatial skills (floor plans, alignment etc.)	spatial skills (stamina, accent and dialect etc.) Collaboration/teamwork Reviewing (Identify success criteria) Peer/self-assessment Confidence in performing to an audience. Audience skills.	spatial skills (stamina, timing etc.) Collaboration/teamwork Reviewing (Identify success criteria) Peer/self-assessment Confidence in performing to an audience. Audience skills.	Component 2 sees the understanding of the creative process. Looking deeper into the process of devising. Research and interpretation Performance of a section of the script to prove understanding of common lexicon	Research and interpretation. Selection, application and evaluation of physical skills, and spatial skills (impetus, motif development etc.) Selection, application and evaluation of stylistic exercises and techniques (core strengthening, isolations etc.) Interpersonal and collaboration Target-setting Evaluation
Common Lexicon:	Freeze Frame Split screen Thought tracking Narration	Unison Canon Repetition Isolation Levels Floor Pattern Attitude Confidence Travel Dynamics Movement Memory Timing	Musical Theatre, Triple Threat Acting, Narrative, Storytelling Plot , Gesture, Body Language Caricature , Accent, Projection Acting through song	Acting through Dance, Unison, Cannon Dynamics, Gestural, Kick ball change Step ball change, Movement Memory Timing , Jukebox Book Musical Concept Musical Orchestra Target Audience, Theme, Purpose Creative Intention	Context Character Theme Direction Proxemics Characterisation	Jazz Isolations Jazz Square Jazz Walks Unison Canon Rock 'n' Roll Jive Hand Jive Shunt Around the World Side Kicks Step ball Change