



## Performing Arts Department Curriculum and Assessment Map

	Half term 1		Half term 3		Half term 5 Half term 6	
Year 7 Drama and Dance	<p><b>Dance: Motif development</b></p> <p>This topic gives students a real foundation in dance skills, embeds basic movement memory skills and how to use action and space effectively. Students will understand how to communicate in small groups by sharing and developing action ideas. They will build on the Motif and develop by understanding and applying canon.</p>	<p><b>Drama: mime and melodrama</b></p> <p>As with dance, this topic is a real introduction to the fundamentals of drama. By starting with mime, we begin by focusing on the key non vocal tools used in mime such as gesture facial expression and body language. This allows students to develop nonspeaking skills in drama. Students are ready used to movement sequences taught in</p>	<p><b>James Bond/Narrative dance</b></p> <p><i>This topic builds on the dance skills of HT1 and the storytelling skills by using dance as a play form. Allowing skills and techniques from HT 2 to transfer into dance. Students will understand what narrative dance is and learn choreography to demonstrate this as well as developing their own ideas using choreographic</i></p>	<p><b>War Horse</b></p> <p><i>The script topic allows students to understand naturalistic theatre and the methods of Stanislavski Building on movement skills from previous students will have the confidence to explore and develop vocal skills when working with a clear script and character with a focus on volume,</i></p>	<p><b>Musicals</b></p> <p>Students will learn skills and techniques relating to the music from Annie and exploring Rhythm timing and characterisation With much of the drama focus being on characterisation and taking on a role students can explore how this can be applied in a dance context through musical theatre</p>	<p><b>Devising- Titanic</b></p> <p>This topic allows students to create their own performance material around a set theme using a set of the skills and knowledge learnt this year. We look at the basics of devising- structure, theme and character. We explore simple physical theatre techniques that links to movement elements studied in dance topics such as spatial</p>

<p>A Motif consisting of simple actions gestures, balance, turn, roll and jump provides the fundamentals of any movement sequence. By understanding this and applying these skills in HT1 students will have a solid foundation from which to understand more complex dance techniques and skills and the year progresses.</p>	<p>HT1 so skills become transferable into drama and thus increases student confidence which is key to success in year 7.</p> <p>This is taught in HT2 as the longest half term because it allows students to secure the non-vocal skills before exploring basic stock characters towards the end of the half term and develop their understanding of characters and role play.</p>	<p><i>methods such as a canon and contact, levels. They will understand the importance of collaboration when working on their performances. This is taught in this sequence because it links so clearly to mime studied in ht2 it builds on students understanding of role and character and what underpins their performance skills but using dance as a platform This will lead them into the next unit where they are exploring a story and characters from a script</i></p>	<p><i>tone and tempo. By giving student a clear structure with the script it allows them to focus on these vocal skills. This topic also gives the students the opportunity to touch on the role of the director to understand different roles and perspectives in the theatre.</i></p> <p><i>This is sequenced here as mid-way through the heat students should have developed the confidence collaboration and communication skills to be able to work with a script and start to build vocal skills and how to link these to a character in a script.</i></p>	<p>This is also a contrasting style to ht1 and 3 which allows students to broaden their dance style and movement vocabulary This will also tie into the school production and explore dance roles within this. This is taught in this sequence to interleave with characterisation from previous topics, using facial expression, timing and knowledge of performance role but linking to the stylistic qualities of musical theatre jazz. It is an upbeat topic designed to engage students with their increasing performance and celebrate the</p>	<p>awareness, characterisation and movement memory. It also builds on the mime topic from HT 2 whilst contrasting the skills of naturalistic theatre.</p> <p>Devising is studied at this point in year 7 to allow time for students to develop all of the essential tools, collaboration skills and confidence to start to build a performance of their own.</p>
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					<b>confidence grown throughout yr7.</b>	
<b>Fundamental Knowledge</b>	<p>Pupils will understand and be able to apply the following:</p> <ul style="list-style-type: none"> <li>• Development of physical dance skills – exploring key dance vocabulary and understanding what a motif is.</li> <li>• Use and development of actions.</li> <li>• Use and development of Space</li> <li>• Use and development of dynamics</li> </ul>	<p>Pupils will understand how to develop and apply physical techniques and voice such as:</p> <ul style="list-style-type: none"> <li>·Gesture</li> <li>·Body Language</li> <li>·Facial Expression</li> <li>·Movement</li> <li>·Mime</li> <li>·Storytelling</li> <li>·Knowledge of group working.</li> <li>Knowledge of character role.</li> <li>Spatial awareness</li> <li>Timing</li> <li>Audience awareness</li> </ul>	<p>Pupils will understand and be able to apply:</p> <ul style="list-style-type: none"> <li>- Choreographic methods and devices such as , , canon, contrast and levels.</li> <li>- How to demonstrate a narrative or theme through movement</li> <li>- Performance skills such /focus/accuracy corporation and facial expressions</li> </ul>	<p>Pupils will understand and be able to apply:</p> <ul style="list-style-type: none"> <li>-Roles in the theatre- director /actor/designer</li> <li>-Group work</li> <li>-Rehearsal techniques: improvisation and trial and error</li> <li>-Time management</li> <li>-Understanding your role</li> <li>-Collaboration with others when sharing ideas</li> <li>-Communication- how we solve problems/discuss our ideas and</li> </ul>	<p>Pupils will understand and be able to apply:</p> <p>Exploring skills and techniques required for musical jazz- isolation, syncopation, polyrhythms, musicality</p> <p>Dance characterisation- applying dramatic skills to a dance performance</p> <p>Learning and remembering sequences</p> <p>Understanding roles within a dance company/musical</p>	<p>Pupils will understand and be able to apply:</p> <p>Understanding of a historical timeline/class status</p> <p>Exploring basic verbatim theatre</p> <p>Development of:</p> <p>Physical theatre skills</p> <p>Soundscape</p> <p>Importance of proxemics</p> <p>Hot seating</p> <p>Narration</p> <p>Thought track</p>

	<ul style="list-style-type: none"> <li>• Contribution of ideas to create performance work</li> <li>• Focus and resilience during the creative process.</li> <li>• Movement memory of motifs</li> <li>• Performance of motifs</li> <li>• Ability to understand dance specific vocabulary.</li> </ul> <p>Progress of confidence</p>		<ul style="list-style-type: none"> <li>- Improvisation techniques</li> </ul>	<p>communicate these with others</p> <ul style="list-style-type: none"> <li>-Organisation- using time effectively/organising the roles within a group</li> <li>-Understanding a script</li> <li>-Physicality</li> <li>-Movement</li> <li>-Facial Expression</li> <li>-Vocal Projection</li> <li>-Use of gesture</li> <li>-Interpreting a script</li> <li>-Stanislavski:</li> <li>-Method acting</li> <li>-The magic if</li> </ul>		
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				<p>-Understanding the key characters from the play</p> <p>-Understand the context of the play.</p>		
<p><b>Learning Checkpoint Tasks</b></p>	<p><b>1 learning checkpoint per half term</b></p> <p><b>Checkpoint-</b> observation of motif performance- performing motif accurately.</p>	<p><b>1 learning checkpoint per half term</b></p> <p><b>Checkpoint</b> Teacher observation- applying gesture, body language, facial expression within a mime performance</p>	<p><b>1 learning checkpoint per half term</b></p> <p><b>Checkpoint</b> Applying Canon and contact to demonstrate spy narrative</p>	<p><b>Checkpoint</b></p> <p><b>Checkpoint:</b></p> <p>observation vocal</p> <p>Skills in Rose and Albert Scene</p> <p>:Performance</p> <p>Rose and Albert scene</p>	<p>To demonstrate</p> <p>Excellent timing</p>	<p><b>Checkpoint</b></p> <p>mini devised physical theatre performance</p>

<b>Common Assessment Task</b>	<b>TA 1/TA 2:</b>  <b>Graded out of 40 on marks used across the terms for both dance and drama focusing on key physical and performance skills</b>					
<b>Interleaved Knowledge</b>	<p>Knowledge of basic dance vocabulary and movement skills from KS2</p> <p>Understanding the importance of a warm up.</p>	<p>Knowledge of Use of the drama techniques of hot seating and conscious alley when studying characters in English.</p> <p>Knowledge of storyline and plot from ks2 English.</p> <p>Working in a group in dance- some dance performance skills will</p>	<p>Using mime skills/ techniques from drama to develop a dance narrative</p> <p>HT2 will allow students to understand the narrative structure which can be applied to dance</p>	<p>Use of gesture, facial expressions, body language from HT2 explored when developing role play/characterisation</p> <p>Following a narrative within the script links to dance work in HT3- understanding a</p>	<p>Physical/interpretive knowledge /actions/space/dynamics Revisited</p> <p>Characterisation revisited- links to Warhorse in HT4</p> <p>Performance and physical skills/vocab discussed throughout linking</p>	<p>Physical theatre aspects links back to mime/movement in dance.</p> <p>Dramatic techniques- linking back to war horse and Stanislavski-magic if.</p> <p>Consistent use of key vocabulary</p>

		<p>also interleave in this topic.</p> <p>Knowledge of monologues from KS2 English.</p>	<p>Use of vocabulary and physical skills from HT1</p>	<p>structure of a performance.</p> <p>Performance skills/group tasks</p>	<p>back to prior dance topics.</p>	