



Curriculum Map: Year 7 Performing Arts 24 - 25

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Dramatic tension & Darkwood Manor	<ul style="list-style-type: none"> To understand how tension and atmosphere can be built in performance To use characterisation skills in order to create a believable character To use subject specific vocabulary and key words when evaluating your own work and that of your peers. To understand how dramatic tension can be built using elements and mediums of drama To show an understanding of how the use of voice, spoken word and movement can build tension and create suspense Motif, movement, physicality transition, statue, emotion. Characterisation, role play, voice, physicality, hot seating Tension, atmosphere, build, physical theatre, proxemics 	<ul style="list-style-type: none"> To be able to tell a story using still images, movement and voice To be able to sustain your role as a character who is going to enter Darkwood Manor To physicalise the statues in the grounds of Darkwood Manor, communicating emotion and using movement to build tension. To use characterisation skills (Physical and vocal skills) to create new characters that live in Darkwood village and to show relationships between characters. 	<p>Students will use Freeze Frame, Body as Prop, Narration and Flash back to create a version of the story of Darkwood Manor</p> <p>Students will be assessed on the AHCC level guide for Performing Arts</p> <p>Students will be assessed on the AHCC level guide for Performing Arts</p>

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<p>Silent Comedy</p>	<ul style="list-style-type: none"> • Identify the conventions of Silent Movies and use them appropriately in your practical work. • Demonstrate an understanding of the terms 'slapstick' and 'melodrama'. • Understand how music can be used to create mood & atmosphere • Present appropriate research on a Silent Movie actor and credit your sources • Use of space, timing & awareness of audience • Health & Safety factors • Ability to structure a melodramatic plotline • Use of appropriate Silent Movie techniques to enhance the performance • <i>Climax/ Resolution/ Exposition/ Falling Action/ Conflict or Dilemma/ Rising Action</i> 	<ul style="list-style-type: none"> • Rules and regulations of mime • Mime and Movement skills • Developing plotlines and characterisation • Creating catchphrases and use of props in performance • Use freeze-frames and inter-titles to help structure a plot • Use exaggerated physical action & facial expressions to create comedy & melodrama • Ability to use exaggerated facial expression & physicality to convey a comic character • Use of rehearsal time & collaboration with partner • Use of space, levels, & awareness of audience • Focus and control in performance 	<ul style="list-style-type: none"> • Develop a small group performance of a Silent Comedy scene. • Use mime to develop appropriate stock characters. • Choose music and sound fx to enhance the comedy within the scene • Demonstrate the use of green screens to enhance the students understanding of the use of technology in theatre <p>Students will be assessed on the AHCC level guide for Performing Arts</p>
<p>Alice in Wonderland & Physical Theatre</p>	<ul style="list-style-type: none"> • Understand the similarities and differences between naturalism and non-naturalism • Develop their ability to work as a team player in an ensemble • Understand the terms: • Physical theatre • Movement • Voice • Characterisation • Ensemble • Strobe lighting • Volume 	<ul style="list-style-type: none"> • Physically explore the story of 'Alice in Wonderland' • Create an ensemble performance through physical movement • (Design) Use lighting to create atmosphere in drama • Develop the atmosphere of a scripted scene using acting and lighting • Create a character from an inanimate object using mime and improvisation • Rehearse and perform 'The Mad Hatter's Tea Party' using physical theatre, 	<ul style="list-style-type: none"> • Create a non-naturalistic performance from a stimulus • Used a stimulus to create a group-devised performance. <p>Students will be assessed on the AHCC level guide for Performing Arts</p>

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	<ul style="list-style-type: none"> • Accent • Improvisation • Pitch 	<p>characterisation and lighting</p>	
<p>TITANIC Making & Devising drama</p>	<ul style="list-style-type: none"> • Understand the differences between first- & third-class passengers and show this through performance skills • Understand how to use the dramatic technique 'Split Stage'. • Still image • Thought track • Symbolism • Naturalism • Transition • Placards • Still image • Naturalism • Dialogue • Split scene • Devising • Soundscape 	<ul style="list-style-type: none"> • Develop an improvised scene using script and captions • Use still image to create three moments in the journey from home to the dock • Use appropriate dialogue to bring your images to life • Use technique of 'thoughts in the head' to create and deliver two short monologues directly to the audience • Create believable characters using appropriate dialogue and gestures • Develop your ability to use voice and physicality effectively when creating characters from different social classes and time periods 	<p>Students will develop a short piece of drama exploring the story of the Titanic</p> <p>The performancee will use natural and non naturalistic techniques</p> <p>All students will learn dialogue from a script and demonstrate their character in role</p>

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<p>Charlie & the Chocolate Factory</p> <p>Creating a character</p>	<ul style="list-style-type: none"> • How Charlie’s home life and background impacts on the events at the start of the play. • Understand how Charlie’s home life and background impacts on the events at the start of the play • Explain how the use of ensemble movement and slow motion can mark the moment in a text • To understand how sound, movement and rhythm can create atmosphere on the stage • To develop an understanding of how to take part in an ensemble choreography • To understand why unison and canon movement are used to tell a story 	<ul style="list-style-type: none"> • Read aloud with expression and a sense of characterisation • Narrate a text using physical and vocal skills • Perform a version of the engine room using choral speaking and unison movement • Memorise a script and explore the challenges of performing scripted work • Improvise a character using the term ‘Magic if ’ • Use narration to introduce the story and the main character ‘Charlie Bucket’. • Use still image and role-play effectively to develop an understanding of Charlie’s home life and family. • Develop clear character habits and characteristics in the development of a scripted extract • Create an imaginative essence machine to create the environment of the play • Remember and perform a 10-move movement sequence • Demonstrate clear characterisation to fully realise a script in rehearsal. 	<p>Create a devised piece of drama using the techniques learned including:</p> <p>Still image, physical theatre, essence machine and characterisation</p> <p>Students will be assessed on the AHCC level guide for Performing Arts</p>
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<p>WW2 Evacuees</p>	<p>Flash back Flash Forward Hot-Seating Improvisation Blocking Role play Cross cutting Sub-text Soliloquy Asides Backstory Characterisation</p>	<ul style="list-style-type: none"> • Students will understand the overall plot, themes and context of the books Anne Frank: The Diary of a Young Girl and When Hitler Stole Pink Rabbit. • Understand how to analyse the sub-text of a character • Speak in role as a character during a Hot-seating improvisation • Use split scene to demonstrate both sides of an argument • Use the space effectively to use flashback to reveal the backstory of a character • Use a range of texts, visual images, sounds and online research to help build background and character authenticity. • Work cooperatively with others in both small and larger groups. • Explore various sides of the same scenario through the perspective of a range of characters to give depth to a performance. • Read scripts and annotating character thoughts and feelings 	<p>Students will build a three-scene dramatisation using the following strategies and techniques</p> <p>Hot seating, spotlighting, flashback and fast-forward, split-screen, soundscapes and overheard conversations.</p>