



Curriculum Map: Year 7

Subject: Drama & Dance

Curriculum Map: Year 7 Performing Arts

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>
<i>Introduction to Drama Skills</i>	<ul style="list-style-type: none"> • Explore the basic 5 drama skills: • Learn to develop confidence, co-operate, respect and communicate effectively with peers • Introduce safe rehearsal techniques in the studio • Explain the following drama terms: <ul style="list-style-type: none"> • Still image • Thought Tracking • Role Play • Cross-Cutting • Improvisation 	<ul style="list-style-type: none"> • Create and develop ideas to communicate meaning for theatrical Performance • Suggest ideas when making drama • Evaluate the work of others using subject specific terminology • Use drama terms linked by simple transitions 	<p>Students will perform 5 still images linked by narration which tells a simple story of a fairy tale</p> <p>Students will be assessed on the AHCC level guide for Performing Arts</p>
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. 	<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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	<ul style="list-style-type: none"> • Characterisation, role play, voice, physicality, hot seating • Tension, atmosphere, build, physical theatre, proxemics 		
<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>

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<p><i>Sparkleshark</i></p>	<ul style="list-style-type: none">• To develop a clear understanding of the physical and vocal habits of a character• To recognise subtext in a scripted scene• To identify personal identification with a text-based character and apply this to the role• Discuss and clarify issues, main characters, themes in the play• Acting and characterisation• Explain the term sub-text in relation to acting• Evaluate and demonstrate how facial expression and gesture can communicate the sub-text of a scene• Blocking, the use of space of Non-naturalistic drama Recognise and understand how non-naturalistic drama techniques can communicate meaning• Define and understand how improvisation can deepen our understanding of character• Knowledge of different types of lighting	<ul style="list-style-type: none">• Demonstrate clear use of movement to communicate the feelings of a character• Demonstrate a clear understanding of Jake or Polly using Hot-seating• Develop skills in improvisation to create a scene in the style of 'Sparkleshark'• Demonstrate the Cockney accent• Develop the sub-text of a scene• Reflect on your creative decisions	<p>Develop a physical non-naturalistic version of Jake's nightmare</p> <p>Students will be assessed on the AHCC level guide for Performing Arts</p>
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<p>Alice in Wonderland</p> <p>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: <ul style="list-style-type: none"> • Physical theatre • Movement • Voice • Characterisation • Ensemble • Strobe lighting • Volume • Accent • Improvisation • Pitch 	<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, characterisation and lighting 	<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>
<p>Charlie & the Chocolate Factory</p> <p>Creating a character</p>	<ul style="list-style-type: none"> • Understand how Charlie's home life and background impacts on the events at the start of the play. • To 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"> • To use narration to introduce the story and the main character 'Charlie Bucket'. • To use still image and role-play to develop an understanding of Charlie's home life and family. • To 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 • To further develop confidence in approaches to creating a character from a script • To remember a 10-move movement sequence 	<ul style="list-style-type: none"> • Create a devised piece of drama using the techniques learned including: <ul style="list-style-type: none"> • Still image, physical theatre, essence machine and characterisation <p>Students will be assessed on the AHCC level guide for Performing Arts</p>

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	<ul style="list-style-type: none">• Recognise and understand how the spacing in a scene can affect the experience of an audience	<ul style="list-style-type: none">• Develop clear characterisation to fully realise a script in rehearsal.	
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