

Subject :	Performing Arts		Year Group: 7		
Scheme title	Sept-Oct	Nov -Dec	Jan - Feb	March -April	May -June
Purpose of scheme	Superheroes This unit introduces students to key basic drama skills across Physical, Vocal and Stagecraft skills. Students will create and develop their first character – a superhero.	Physical Theatre This unit introduces students to non-verbal communication. Students focus on the body and movement to prepare for more advanced use of physical skills in future topics. They will further by introducing them to dance techniques. These skills will also be useful for future dance topics (Choreography in yr 8).	Bollywood This introduces students to performances from other cultures. It builds on the Physical skills learnt in the Physical Theatre topic. It enhances students' movement and physical skills further by introducing them to dance techniques. These skills will also be useful for future dance topics (Choreography in yr 8).	The Boy in the Striped Pyjamas This introduces students to using a text to influence their performances. Students learn how to use more advance story-telling and devising techniques and develop their vocal and physical characterisation skills. Students will also gain knowledge of the key historical events, The Holocaust, and develop empathy.	Charlie and the Chocolate Factory This unit focuses on enhancing students' ability to work from a text, but this time using a script. It concentrates more deeply on characterisation and use of vocal skills. Students will also explore social issues; how peoples' actions and personalities could be influenced by their upbringing and experiences.
Knowledge in sequence	Week 1: To develop characterisation skills Week 2: To be able to use gestures, entrances and exits and slow-motion Week 3: To understand what is meant by 'alter-ego' and develop this character Week 4: To understand how to structure a performance Week 5: To be able to reflect and analyse my own and others' performances Week 6: Final rehearsal and Performance	Week 1: To understand what is meant by 'Physical Theatre' Week 2: To be able to create shapes and balances Week 3: To understand how to use transitions in a Physical Theatre Performance Week 4: To develop physical story-telling skills Week 5: To understand how to analyse and improve my own performance. Week 6: To be able to perform my Physical Theatre scene clearly telling the story	Week 1: To understand the origins of Bollywood how to perform Bollywood dance actions Week 2: To develop my Bollywood Dance using formations Week 3: To understand how to apply Dynamics to my Bollywood dance Week 4: To be able to respond to feedback to improve my Bollywood Performance. Week 5: To develop knowledge of Bollywood Film Week 6: To be able to devise a full Bollywood scene including a dance.	Week 1: To develop knowledge of 'The Boy in the Striped Pyjamas' story. Week 2: To be able to show Bruno and Shmuel's meeting using physical skills Week 3: To develop knowledge of Bruno's Parents through hot-seating Week 4: To be able to communicate Bruno's thought and feelings using Sound-scape Week 5: To be able to reflect and analyse my own and others' performance Week 6: To be able to perform an extract from The Boy in the Striped Pyjamas	Week 1: To understand how to 'mark the moment' in a performance. Week 2: To develop my character in Charlie and the Chocolate Factory Week 3: To be able to block a scene effectively Week 4: To develop knowledge of a characters using off text improvisation Week 5: To understand how to analyse and improve my own performance. Week 6: To be able to perform my scene using cross-cutting
Skills	Stagecraft: -Entrance and Exits / Proxemics and use of space / Levels / Energy Vocal Skills: -Dicton and Projection Physical skills: Gesture / Dynamics and Movement / Expressions / Posture and Body Language / Stance. Drama techniques and conventions: -Improvisation / Slow Motion / Tableau / Role-play / Speech and Dialogue Group Skills: -Working in pairs and groups to create their performances Reflection and Analysis: -Verbal reflections throughout -Verbal analysis of others' performances throughout -Written reflection in books	Physical Performance Skills: Dynamics and Movement / Gesture / Levels / Tableaux / Posture and body language Drama Techniques and Conventions: Physical Theatre / Narration / Mime Stagecraft: Proxemics and use of space / Concentration and focus / Audience Awareness / Entrances and Exits Group Skills: -Creating shapes and balances in pairs and groups Reflection and Analysis: -Verbal reflections throughout -Verbal analysis of others' performances throughout -Written reflection in books -Analysis of professional company's performance	Vocal Skills: -Dicton and projection Physical Skills: Gestures / Expressions / Dynamics and Movement Stagecraft: Entrances and Exits / Levels / Audience awareness / Concentration and Focus / Energy Dance specific conventions and techniques: Warm-up / Bollywood actions / Choreography / Formation / Dynamics / Coordination / Group Skills: -Choreographing as a group -Spatial awareness in a group -Devising as a group Reflection and Analysis: -Verbal reflections throughout -Verbal analysis of others' performances throughout	Vocal Skills: Emphasis and volume / Pitch / Rhythm and Tempo Physical Skills: Gestures / Posture and body language / Expressions Stagecraft: Role-play / Tableaux / Improvisation / Sound-scape / Speech and dialogue / Hot-seating Group Skills: -Devising scenes in groups Reflection and Analysis: -Verbal reflections throughout -Verbal analysis of others' performances throughout -Written reflection in books	Vocal Skills: Dicton and Projection / Emphasis and Volume / Pitch / Accent / Rhythm and Tempo / Tone Physical Skills: Stance / Posture and Body language / Expressions / Eye contact Stagecraft: Blocking / Entrances and Exits / Audience awareness / Energy / Set and props interaction Drama techniques and conventions: Thought-tracking / Role-on-the-wall / Speech and Dialogue / Improvisation / Cross cutting Group Skills: -Performing a scripted scene as a group Reflection and Analysis: -Verbal reflections throughout -Verbal analysis of others' performances throughout -Written reflection in books -Analysis of professional company's performance – Charlie and the Chocolate Factory – Musical West End Cast (extended writing/vlog task for Home learning)
Key Words	Super Hero / Super Villain / Superpowers / Alter-ego / Entrances and Exit / Improvise / Gestures / Slow Motion / Character / Body Language / Facial Expression	Balance / Counter Balance / Body as Prop / Round-By-Through / Transition / Mime / Physical	Action / Direction / Levels / Dynamics / Formations / Gesture / Warm up / Adja / Humanae / Triple Step / Limp Step / Side Lunge / Around the World / Step Touch / Bombay / Hollywood / Fusion	Nazi / Jews / Bruno / Shmuel / Rail / Elsa / Hot-seating / Tableau / Vocal skills / Physical skills / Sound-Scape / Auschwitz / Berlin / Concentration Camp	Tableau / Thought-tracking / Marking the Moment / Off-text Improvisation / Role-on-the-wall / Characterisation / Willy Wonka/ Charlie Bucket / Augustus Gloop / Violet Beauregard/Verruca / Mike Teevee/ Roald Dahl
End Point	Students will create and perform their own Superhero character using basic physical and vocal skills. They work in a group to devise a performance based on a Superhero's alter-ego, incorporating a slow-motion battle sequence. Students will also be able to identify and define basic physical and stagecraft skills.	Students will be able to create and link together different shapes, balances and lifts in a group. They will use these skills to tell a story using their bodies. Students will also be able to identify and define basic physical theatre techniques.	Students will create their own Bollywood dance and put this in the context of a Bollywood film scene. Students will also be able to explain the origins of Bollywood and identify and define basic dance techniques.	Students will be able to use drama techniques to develop their understanding of characters and themes in 'The Boy in the Striped Pyjamas'. They will devise a performance based on a chapter from the book, using their physical and vocal characterisation skills and a sound-scape. Students will also be able to explain the historical context of the book and identify and define key story-telling and devising techniques.	Students will be able to use drama techniques to develop their understanding of the characters in Charlie and the Chocolate Factory. They will block and perform a scripted scene from the play using stagecraft skills and detailed vocal and physical characterisation skills. Students will also be able to identify and define the stagecraft, story-telling and vocal and physical techniques they have used.
Assessment method	MID-TOPIC PROGRESS POINT WEEK 4/5: Self-reflection and target setting in response to teacher verbal feedback and peer feedback. FINAL ASSESSMENT: Assessed through performance. Students' levels are based on the Performing Arts assessment skills ladder. BASE-LINE KNOWLEDGE CHECK: Students will complete a knowledge check test for the skills and techniques explored so far.	MID-TOPIC PROGRESS POINT WEEK 4/5: Self-reflection and target setting in response to teacher verbal feedback and peer feedback. FINAL ASSESSMENT: Assessed through performance, theory quiz and theatre analysis task. Students' levels are based on the Performing Arts assessment skills ladder.	MID-TOPIC PROGRESS POINT WEEK 4/5: Self-reflection and target setting in response to teacher verbal feedback and peer feedback. FINAL ASSESSMENT: Assessed through performance and theory quiz Students' levels are based on the Performing Arts assessment skills ladder.	MID-TOPIC PROGRESS POINT WEEK 4/5: Self-reflection and target setting in response to teacher verbal feedback and peer feedback. FINAL ASSESSMENT: Assessed through performance and theory quiz Students' levels are based on the Performing Arts assessment skills ladder.	MID-TOPIC PROGRESS POINT WEEK 4/5: Self-reflection and target setting in response to teacher verbal feedback and peer feedback. FINAL ASSESSMENT: Assessed through performance, theory quiz and theatre analysis task. Students' levels are based on the Performing Arts assessment skills ladder.