

**YEAR 7 CURRICULUM MAP – PERFORMING ARTS**

	Half Term 2 (Sept-Oct)	Half Term 3-4 (Nov – Jan)	Half Term 4-5 (Feb – Mach)	Half Term 6 (April – June)
<b>Scheme Title</b>	SUPERHEROES	PHYSICAL THEATRE	CHARLIE AND THE CHOCOLATE FACTORY	BOLLYWOOD - DANCE
<b>Purpose of Scheme</b>	<ul style="list-style-type: none"> <li>Introduces students to key Physical skills and the basic Stagecraft and Vocal skills.</li> </ul> <p><i>Other progressions:</i></p> <ul style="list-style-type: none"> <li>Students create and develop their first character, a superhero, and perform as this character.</li> </ul>	<ul style="list-style-type: none"> <li>Introduces students to key Stagecraft skills through Physical Theatre.</li> <li>Develops students' ability to work closely with others in a group.</li> <li>Introduces students to analysing professional work.</li> </ul> <p><i>Other progressions:</i></p> <ul style="list-style-type: none"> <li>Builds on students' physical skills from previous topic.</li> </ul>	<ul style="list-style-type: none"> <li>Introduces students to key Vocal Skills through script work.</li> <li>Develops students' knowledge of explorative and story-telling techniques.</li> <li>Builds on previous topic of PT to enhance ability to use stagecraft skills to stage a scripted performance.</li> <li>Develops students' analytical skills through analysing characterisation in professional work</li> </ul>	<ul style="list-style-type: none"> <li>Introduces students to Dance performance skills.</li> <li>Develops students' ability to create performances in a larger group.</li> </ul> <p><i>FINAL PROJECT:</i></p> <ul style="list-style-type: none"> <li>An opportunity for students to bring together all the performance skills, drama techniques and stagecraft skills to devise a Bollywood film scene alongside their dance.</li> </ul>
<b>Knowledge in Sequence</b>	1 – To be able to create and perform as a character 2 – To be able to use physical skills to introduce a character 3-To understand how to use dynamics and movement in a performance 4 – To be able to reflect on and analyse my own performance 5 – To be able to create and perform an alter-ego character 6 – To understand how to perform as an 'alter-ego' using physical skills	1 - To develop knowledge of the Greek Theatre and its features 2 - To be able to communicate objects through using my body 3 - To develop the stagecraft skills needed for blocking Physical Theatre 4 - To be able to use entrances, proxemics and levels to block transitions in Physical Theatre 5 – To be able to reflect on and analyse my own performance. To develop physical story-telling skills 6 - To be able perform my Physical Theatre scene, clearly telling the story	1 – To understand how to 'mark the moment' in a performance 2 - To be able to perform dialogue from a script using diction, accent, tone and pitch 3 - To be able to perform dialogue from a script using emphasis and rhythm 4 – To be able to block a scripted scene effectively 5 – To develop knowledge of a character using hot-seating and off-text improvisation 6 – To be able to perform a scene using cross-cutting 7 – To understand how to analyse and improve my own and others' performances 8 – To be able to perform a scripted scene from Charlie and the Chocolate Factory	1 – To understand the origins of Bollywood dance 2- To be able to perform Bollywood choreography 2 - To develop my Bollywood Dance using formations, levels and directions 3 - To understand how to apply dynamics to my Bollywood dance 4 – To be able to choreograph my own Bollywood movement 5 – To be able to develop my Bollywood dance using choreographic devices 6 - To be able to respond to feedback to improve my Bollywood Performance. 7 – To be able to perform a Bollywood routine to an audience
<b>Skills</b>	<p><u>MAIN FOCUS -</u> <u>Performance Skills:</u> Gestures / Stance / Posture and Body Language / Eye contact / Expressions / Dynamics and movement</p> <p><u>Reflection and Analysis:</u> -Reflect using 'What, Where, How, Why' structure -List / Define / Identify / Describe skills used in performance</p>	<p><u>MAIN FOCUS -</u> <u>Stagecraft Skills:</u> Blocking / Entrances and Exits / Proxemics / Levels / Audience Awareness / Concentration / Energy / Set and Props interaction</p> <p><u>Group Skills:</u> - Creativity, Communication, Openness, Leadership, Organisation, Understanding, Research, Respect</p> <p><u>Reflection and Analysis:</u> -Analyse using 'What, Where, How, Why' structure -List / Define / Identify / Describe skills used in performance</p>	<p><u>MAIN FOCUS -</u> <u>Performance Skills:</u> Diction / Emphasis and volume / Pitch / Accent / Rhythm and tempo / Tone</p> <p><u>Drama techniques and conventions:</u> Improvised Role-play / Tableaux / Thought Tracking / Dialogue / Hot-seating / Role on the wall / Cross cutting</p> <p><u>Reflection and Analysis:</u> -Analyse using 'What, Where, How, Why' structure -List / Define / Identify / Describe skills used in performance</p>	<p><u>MAIN FOCUS –</u> <u>Performance Skills (Dance):</u> Dynamics / Rhythm and Timing / Energy and Commitment / Awareness of Space / Movement Memory / Stamina</p> <p><u>Dance techniques and conventions:</u> Warm-up / Choreography / Formations / Gesture / Levels / Directions / Formations / Canon / Unison</p> <p><u>Group Skills:</u> - Creativity, Communication, Openness, Leadership, Organisation, Understanding, Research, Respect</p>
<b>Key Words</b>	Super Hero / Super Villain / Superpowers / Alter-ego / Impvise / Slow-Motion / Character / Body Language / Facial Expression / Sequence / Battle	Balance / Counter Balance / Body as Prop / Round-By-Through / Transition / Mime / Physical / Narration / Choreograph / Dionysus / Amphitheatre / Trojan / Masks / Chorus / Choral Movement / Choral Speech / Spartans / Trojan Horse	Tableau / Thought-tracking / Marking the Moment / Off-text Improvisation / Cross cutting / Role-on-the-wall / Characterisation / Willy Wonka/ Charlie Bucket / Augustus Gloop / Violet Beaugard/ Verruca / Mike Teevee/ Roald Dahl	Action / Direction / Levels / Dynamics / Formations / Gesture / Warm up / Adja / Hamasya / Triple Step / Limp Step / Side Lunge / Around the World / Step Touch / Bombay / Hollywood / Fusion
<b>End Point</b>	-To be able to use physical skills to perform a basic character -To be able to identify physical skills used in my performance	-To be able to use stagecraft skills to stage a physical theatre performance -To be able to use group skills to perform choral movement, shapes and balances -To be able to create a group performance use a structure from the teacher -To be able to identify stagecraft skills used in a performance	-To be able to use vocal skills to communicate the emotions and mood of characters from a script -To be able to use improvisation, tableaux, thought-tracking, hot-seating, role-on-the-wall and cross-cutting to explore characters and themes in a script -To be able to identify vocal skills used in a performance	-To be able to use dance performance skills to perform set choreography -To be able to use group skills to choreograph a short routine -To be able to use choreographic devices to develop a routine -To be able to identify choreographic devices in my performance
<b>Assessment Method</b>	Superhero Performance in class (assessed using skills ladder) Knowledge organiser quiz Written self-Reflection (Physical Skills)	Physical Theatre Trojan Horse Performance in class (assessed using skills ladder) Knowledge organiser quiz Written analysis of professional theatre performance (stagecraft skills)	Scripted performance from Charlie and the Chocolate Factory (assessed using skills ladder) Knowledge organiser quiz Written analysis of professional theatre performance (Vocal skills)	Bollywood Dance Performance in class (assessed using skills ladder) Knowledge organiser quiz Self-reflection (Dance performance skills)