

Performing Arts Year 7 Curriculum Overview



Year 7 Overview

In Year 7 students are introduced to a range of drama styles and genres, techniques, and skills, as well as production elements. There is a focus on establishing confidence as well as working cooperatively with an open mind. There is a focus through Year 7 on safe practice; warm-up/cool down and equipment safety.

Students will discover devising techniques using improvisation. Through this topic they will explore spontaneous and rehearsed improvisation using a stimulus to generate performance material. This topic will help develop teamwork skills such as cooperation, the communication skills of listening and responding and problem-solving skills.

Students will study the drama style of pantomime. They will observe and realise the key features of pantomime including the historical context. Students will have the opportunity to put their discoveries into practice using an existing pantomime script. Here they will explore the genre of storytelling, melodrama, the techniques of characterisation, ensemble work and staging.

Through the scripted topic students will realise and understand the importance of understanding a script. They will build upon their understanding of staging and focus on applying appropriate vocal and physical skills when characterising as well as performance skills. Students will give and receive constructive feedback with their peers and use this information to evaluate the effectiveness of their performance.

Students will explore the style of physical theatre. They will extend their knowledge of how to warm-up physically and develop an understanding of the body in space. Students will participate in workshops exploring physicality, techniques, and movement in preparation for a physical theatre performance. They will analyse their own performance and rehearsal process in a written evaluation.

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	<p>Whilst studying puppetry students will gain a knowledge of the historical context of puppetry, types of puppets and styles of puppetry performance. Through a series of workshops students will explore Puppetry experimenting with sock, hand and shadow puppets to incorporate their storytelling skills and bring a story to life. They will devise a puppet performance and perform back to the class.</p>
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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;">1-6 (Autumn 1)</p>	<p>Improvisation</p>	<ul style="list-style-type: none"> • Introduction to drama. Students will take part in ice-breaking activities to familiarise themselves with each other and the drama studio expectations. • Why and how do we warm-up? Through teacher modelling students will learn how to physically and vocally warm-up as well as the importance of it before any rehearsal. • Students will be able to apply their new knowledge to develop skills in conducting their own basic physical and vocal warm-up. They will continue to take ownership to lead a physical and vocal warm-up for their peers each lesson. • What is improvisation? Students will realise that improvisation is not a new concept and that they improvise every day. • Students will explore their new skills to improvisation spontaneously as a character. • Using a stimulus to improvise a scene. Introduction to the techniques of using a stimulus to generate performance material using devised improvisation. • To develop their ability and skills in improvisation, students will understand the process of using a stimulus to create a situation and character. • Prepare a devised improvisation. Students will collate all knowledge, ability, and skills in devising an improvised piece using a stimulus to then rehearse whilst applying basic physical and vocal characterisation. • What are performance skills? Exploring and applying performance skills to the devised improvisation. • Perform using performance skills in front of peers. The rehearsed improvisation will be performed to an audience, their peers. • Form an opinion and give constructive feedback. Students will give and receive constructive feedback from each other. They will understand the importance of constructive criticism whether that is giving or receiving. 	<p>Continuous teacher observations include: - Physical and vocal warm-up, group interaction, recall and retrieval.</p> <p>Opportunities for peer assessments include: - Student led physical and vocal warm-ups, sharing of rehearsal pieces, and sharing of rehearsed performance. Peer assessment will be carried out each lesson.</p> <p>Topic Assessment: student devised improvisation performances (Performance 1).</p> <p>Year 7 Assessment grid highlighted.</p>

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		<ul style="list-style-type: none"> From students giving and receiving feedback they will be able to form an opinion and evaluate the effectiveness of the skills applied and techniques used. <p>Links to other subjects: English, Dance</p>	
<p>7-13 (Autumn 2)</p>	<p>Pantomime</p>	<ul style="list-style-type: none"> What is pantomime? Students will watch 3 clips of different pantomimes to then discuss and identify the common key features of pantomimes and melodrama. Students will be encouraged to give their opinion based on the on the pantomime clips watched. They need to justify their opinion - 3 opinions on likes and dislikes. To understand what the key skills are used by actors to perform a pantomime/melodrama successfully (key skill set used). Retrieval activity – student led vocal warm up at the start of each lesson as well as a quick physical warm-up. In teacher groups students will be given a pantomime script which they will complete a read through of as a small-scale company. Acting rehearsal – focus is on the acting elements of pantomime. Applying skills appropriately with specific focus on – characterisation, volume, staging, and focus. Dance rehearsal – students will learn a Musical Theatre Dance and will be focusing on following beats, appropriate use of dynamics, formation, movement memory and working as an ensemble. Students will rehearse both the acting and dancing in preparation for live performance. Perform to an audience with conviction using relevant physical and vocal skills and appropriate performance skills. Students will develop their feedback skills by giving constructive criticism and celebrating successes. <p>Links to other subjects: English, History and Dance</p>	<p>Continuous teacher observations throughout the topic. Students will be RAG rated during the acting rehearsal and again during the dance rehearsal. Topic test: Performance of pantomime. Assessed on stylistic qualities (melodrama), use of appropriate acting skills and appropriate dance skills (Performance 2).</p> <p>Year 7 Assessment grid highlighted.</p>

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<p style="text-align: center;">14-18 (Spring 1)</p>	<p>Scripted Performance</p>	<ul style="list-style-type: none"> • Students will be given several existing scripts to identify a script layout as well as the language used within the script to depict character and situation. • To enable students to understand stage directions they will take part in exercises i.e., stage direction game, using existing scripts to create a physical performance using only the stage directions. • Retrieval: use of language in a script to understand character. • Students will be given a section of <i>The Terrible Fate of Humpty Dumpty</i> by David Calcutt which they will bring to life using the stage directions to create meaning and use of language to characterise. • The skill of characterising will be developed by creating a character profile identifying background information, appearance and appropriate physical and vocal elements. • Students will utilise the gained information by applying relevant physical and vocal skills to the character. • Through the rehearsal process students will develop the following transferable skills: teamwork, listening, oracy, concentration, respect and resilience. • Students will perform their section to a live audience (peers) demonstrating a solid, believable character and scripted stage directions. • Verbal feedback will be given to each group by the teacher as well as their peers. • Students will individually complete a self-assessment of their performance and the use of stage directions and characterisation. <p>Links to other subjects: English, PSHE</p>	<p>Teacher observations throughout Peer assessment of workshop 1. Teacher assessment for learning of workshop 2. Topic assessment: Physical Theatre Performance and Evaluation based on Performance 3.</p> <p>Year 7 Assessment grid highlighted.</p>
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<p>19-24 (Spring 2)</p>	<p>Physical Theatre</p>	<ul style="list-style-type: none">• What is physical theatre? Students will understand the basics of Physical Theatre and how to safely practice Physical Theatre.• Retrieval: Student led physical warm-up will take place each lesson.• Student will investigate the key basic features of Physical Theatre; inanimate objects, using the body as a prop, body awareness in the space, transitioning and weight taking/barring.• Creating opportunity to compare and contrast theatrical styles and genres. Identifying the skill set used within professional Physical Theatre performance material, how is it different from pantomime stylistic qualities?• Workshop 1: Exploring physicality. Students will participate in a workshop to realise how the body can be used to create an inanimate object.• Workshop 2: Body awareness in the space, transitioning, and weight taking/barring.• Students will explore social issues (Bullying, Addiction, Acceptance) to generate a range of ideas for physical theatre performance.• As students are creating a social issue physical theatre performance, they will realise the importance of rehearsal discipline as an individual and as a team.• Students will perform their pieces of physical theatre to a live audience (peer audience).• Peer feedback will be given, and students will reflect on their own practice in preparation of evaluation writing.• Evaluation of rehearsal process, identifying rehearsal discipline, stylistic qualities, technical skills and performance skills. <p>Links to other subjects: PE, Dance</p>	<p>Teacher assessment of character profile. Teacher assessment: Performance (4) using stage directions and applying characterisation. Self-assessment of performance and use of given information.</p> <p>Year 7 Assessment grid highlighted.</p>
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<p>25-38 (Summer 1)</p>	<p>Puppetry</p>	<ul style="list-style-type: none">• Introduction to the origins of puppetry. Students will study the historical context of puppetry, the types of puppets and the style of theatre created.• Puppetry workshop 1. This workshop will give the students a practical opportunity to experiment with light and shadows.• Puppetry Workshop 2. Students will further their experience of puppetry using a range of hand-held puppets to communicate a story.• Students will create a script for their puppet show• Students will rehearse the puppet show in teams to develop their rehearsal skills, they will use scripts, improvisation and devised improvisation to develop their performance.• Students will perform the puppet show• Immediate verbal peer and teacher constructive feedback given after each performance.• Students will evaluate their input to the project. <p>Links to other subjects: English, Dance, History</p>	<p>Teacher assessment: Puppetry performance.</p> <p>Year 7 Assessment grid highlighted.</p>
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