

Subject: Drama/Dance

Year group: 7

Department Curriculum Vision: *Through participation and exploration in the Performing Arts, all students will be able to perform, create and analyse enabling them to become creative thinkers and confident communicators.*

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	Drama- Mime Exploring non verbal communication through physicality. Understanding basic key Drama terminology surrounding performance skills. Working collaboratively and creatively developing confidence and self esteem. • I know what mime is in Drama • I know what effective mime looks like • I know what skills are required to create a piece of mime • I know how to perform a piece of mime theatre	Drama- Pantomime Exploring stock characters and engaging the audience through traditional pantomime theatre skills. Focus on vocal skills and relationship with the audience. • I know what Pantomime is in Drama • I know what stock characters are in Pantomime • I know what features a Pantomime has • I Know the role of an actor and the audience in a Pantomime • I Know what skills are required to create a Pantomime • I Know how to perform a short Pantomime
Skills: (know how...)	• I know how to use physicality and space to explore mime • I know how to create characters through mime • I Know how to work in a group to explore and create mime • I know how to perform mime to an audience and engage them as best I can	• I know how to use the three performance skills: vocal, physical and space to explore and create stock characters in pantomime • I know how to create a pantomime using the features as a checklist • I know how to perform as a stock character in a pantomime engaging the audience

Key vocabulary	Key Vocabulary • Performance, Mime, Still Image, non verbal communication, audience, levels, space, body language , facial expressions, freeze frames, Movement, dialogue, communicate, Storytelling , gestures	Key vocabulary • Pantomime, stock characters, audience engagement, audience awareness, vocal skills- tone, pitch, volume and projection. Spatial skills- levels, stage directions and proximity. Physical skills- gestures, facial expressions, stance
Mid Term Assessment	60 Second devise scene- mime and gesture Theme: A pupil is in trouble with their teacher. Performance and feedback (peer and teacher) Reflection	MUA fill in the gaps- name the stock characters and identity the key features in pantomime Self assess/ correct in GREEN using the key terms at the back of the booklet
End Term Assessment	Devised group performance- mime, gesture to music Theme- 'Welcome to a Circus at Northwood School' Performance and feedback (peer and teacher) Reflection	Practical devising and performance assessment 'Christmas Pantomime'- Devise a Pantomime style performance exploring the moral 'Christmas isn't just about giving and receiving presents!' Theory- Answer some questions reflecting on your performance as your chosen stock character in the Pantomime.
	Spring 1	Spring 2

Content: (Know what...)	Dance/Drama- Physical Theatre Using the professional theatre company <i>Frantic Assembly</i> to explore narrative through movement using sound. Focus on physicality, space and use of rhythm to communicate a narrative idea. • I know the definition of physical theatre • I Know the key features of physical theatre • I Know the difference between literal and stylised movement • I know how to use choreography and performance to present physical theatre	Drama- Human Rights Exploring the themes and facts/ contextual information surrounding this topic through role play, devising and character development. • I know the definition of human civil rights • I know the features of vocal skills • I Know the features of physical skills • I know the features of spatial skills
Skills: (Know how...)	• I know how to explore, create and physicalise literal movement • I know how to explore, create and physicalise stylised movement • I know how to use physical theatre to communicate a character using timing, unison, canon, mirror, repetition, contrasting levels and contrast	• I know how to use a range of stimuli (poem/video) to inspire and create a character and scene • I know how to communicate a theme through a character and scene • I know how to use a range of techniques 'bring a text to life' through performance skills (physical/ vocal/ spatial)
Key vocabulary	Key vocabulary- Physical theatre, choreography, narrative, timing, literal, stylised, unison, canon, mirror, repetition, contrasting levels, contrast	Key vocabulary- Human rights, civil rights, segregation, improvisation, still image, role play, choral speaking (unison), emphasis, echo contrast (volume/ pitch/ tempo), unison, slow, motion, levels, proximity

Mid Term Assessment	Perform a short piece of physical theatre looking for the key features and share peer feedback using www/ ebi	in groups, devise your own 'I have a dream' speech and perform it using engaging vocal, physical and spatial skills
End Term Assessment	Choreograph and perform a physical theatre performance piece titled 'A Day in the Life.' Respond to teacher feedback and self reflection	To create a 3 minute scene using the poem 'Nothing's Changed' as a stimulus (starting point) Respond to teacher feedback and self reflection
	Summer 1	Summer 2
Content: (Know what...)	Dance- World Dance Exploring African, Bollywood and Street dance through performance and choreography. • I know what actions are in dance and can give examples • I know what space is in dance and can give examples • I know relationships are in dance and can give examples • I know what dynamics are in dance and can give examples • I know what physical and expressive skills are in dance • I know choreographic features of African, Bollywood and Street dance	Dance- 'Wicked' the musical Exploring the themes of friendship, bullying and self-image through actions, dynamics, space, motif and development. • I know what a motif is in dance • I know what choreographic devices are • I know the key characters and themes in Wicked the musical
Skills: (Know how...)	• I know how to learn and embody a taught motif in various styles from around the world (African/ Bollywood/ Street) • I know how to develop each taught motif using choreographic devices • I know how to perform using timing with the music and	• I know how to develop a motif in dance using choreographic devices • I know how to use a stimuli (starting point) from Wicked the musical to inspire dance content • I know how use use action, space, dynamics, relationships and choreographic devices to perform a dance

	my peers to the best of my ability I know how to perform using as many physical and expressive skills as I can	communicating a theme
Key vocabulary	Key vocabulary- Action, space, dynamic, relationships, choreography, physical, expressive, timing,	Key vocabulary- Motif, choreographic devices, themes: friendship/ bullying, canon, repetition, levels, mirror, travel, speed, formation, pathways, rhythm, instrumentation, retrograde
Mid Term Assessment	Perform the African taught phrase with developments using as many physical and expressive skills as possible. Mix and match key definition tasks.	Learn and perform a motif communicating the themes friendship and bullying using contrasting action, space, dynamics and relationships
End Term Assessment	Choreograph and perform a world dance piece choosing a style of choice and including as many of the choreographic devices as possible (checklist provided) Written key definition task at end of scheme.	Choreograph your own motif and develop it communicating the theme 'self image' using effective expressive skills

Additional information

Homework	Examples of tasks- Complete written or creative task in booklets- retrieval/ key terminology Independent research/ fact findings to produce an information leaflet on a particular style of theatre/ dance. Students have to also include the learning and new knowledge gained from the workshop/ lesson prior to the homework. Multiple choice quiz on Show my Homework to check knowledge and understanding of key terms/phrases and their meanings in Drama and Dance.
Extra curricular and enrichment opportunities	Attend Drama and Dance clubs- key stage 3 Drama club, Northwood Dance Company and Saracen's dance company. Participate in Christmas and Summer showcases or the school production which runs every other year. Participate in workshops, events and watch performances at Northwood.

Useful links that will support learning	Year 7 schemes of work- https://drive.google.com/drive/folders/0By8oENprwebvQ21aMjRsaUpSNGM?resourcekey=0-p9Mnhi9Miap1EkLyogoEqw
How parents can support learning	Monitor Satchel One and google classroom (for some tasks only), encourage them to attend extra curricular clubs and take part in opportunities. Participate in external dance/ drama groups.