

		Term 1		Term 2		Term 3	
No. of Weeks		7	8	7	5	6	7
Topic Title and NC link		Circus	Urban Dance	Story telling	Identity	Musical Theatre	Ernie's Illusion
<b>Year 7</b>	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	<p>Students will know the expectations of a performing space. They will know how to work collaboratively and as part of a team.</p> <p>Students will know basic dance and drama terminology such as action words.</p> <p>They will know different acts that perform in a circus, what a parade is and the expectations of an audience.</p>	<p>Students will know basic dance techniques.</p> <p>Students will know how to replicate repertoire taught by the teacher they will then know how to develop this through the use of choreographic devices. Students will then know how to form their own 'dance crew' and battle it out.</p>	<p>Students will know how to create their own drama performances based on different traditional stories.</p> <p>They will know the different styles, structures and character traits needed for a successful story. They will know how to use their imagination to rework classics and urbanize folk tales.</p>	<p>Students will know how to use movement to explore their own identity in relation to their community, culture and age. They will know how to explore relationships and how these can evolve over time. This unit has an emphasis on creativity and drawing on students own experiences to create a performance they are proud of.</p>	<p>Students will know how to perform professional repertoire from musicals such as High School Musical and Matilda.</p> <p>Learning Repertoire Using movement to convey a story through:</p> <ul style="list-style-type: none"> <li>• Mime</li> <li>• Musicality</li> <li>• Off-script improvisation</li> <li>• Blocking</li> <li>• Linking dialogue to choreography</li> </ul>	<p>Students will know how to read, interpret and perform different sections of script.</p> <p>Students will know strategies to be able to access different dialogue and language and use this to help create a performance.</p> <p>Students will know about the character relationships and the themes that are present within the script.</p>
	<i>Pupils should be able to do... (Skills being developed)</i>	<p>Perform a travelling parade (follow the leader), use facial expression, body language and MMG demonstrate how to be a good audience member (listening, respect, no talking, applause at end), spatial awareness, co-operation, communication, listening.</p> <p>Perform a short dance phase with energy and body extension.</p>	<p>Perform using the dance actions, jump, turn, travel, gesture and balance in a creative way. Apply choreographic devices such as formation, canon, unison, Levels, dynamics, timing. Apply Stylistic qualities of street dance such as tutting, pop, lock, wave.</p>	<p>Perform using the core acting skills:</p> <ul style="list-style-type: none"> <li>• Body Language</li> <li>• Gesture</li> <li>• Facial Expression</li> <li>• Vocal Expression</li> </ul> <p>Apply drama techniques such as:</p> <ul style="list-style-type: none"> <li>• Still Image</li> <li>• Mime</li> <li>• Improvisation</li> </ul>	<p>Students will develop their creative skills by exploring movement, mime and gesture; how to use the world around them to influence movement and how to use their own experiences to inform work. They will develop skills of how to structure a performance piece such as using a solo, duet, quartet. Plus, devising skills such as complimentary, contrasting, mirroring and direction.</p>	<p>Performance skills such as projection, energy, extension and characterisation.</p> <p>They will know how to combine different art forms such as dance, drama and music.</p>	<p>Student will apply the following drama skills:</p> <ul style="list-style-type: none"> <li>• Split Screen</li> <li>• Cross Cutting</li> <li>• Direct Address</li> <li>• Narration</li> <li>• Staging</li> <li>• Stage combat</li> <li>• Movement, Mime and Gesture (MMG)</li> <li>• Learning Lines</li> <li>• Stimulus</li> <li>• Devising.</li> </ul>
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<p>This will be an introduction unit to performing arts with a holistic approach. Students will have the opportunity to create and perform both dance and drama this allows the teacher to assess student's prior knowledge and strengths and bridge any gaps. It also developed teamworking and cooperation skills that are needed across all units in performing arts.</p>	<p>Students will learn how to use teamwork and creativity to choreograph a dance. Students will have participated in dance in primary under the PE curriculum; students can use this knowledge to help them create movement. Students will learn basic dance techniques that help to create choreography that explores relationships and themes.</p>	<p>In this unit of work students are introduced to the key skills needed for creating a character. Students will also be taught how to work collaboratively and start to build confidence for performance. Students will understand what role play is, building on skills from primary school and adding to this by starting to think more about structure.</p>	<p>This unit helps students understand themselves and the world around them, it allows for open communication and questions. For this unit students need basic skills across the arts and have experiences of performances to draw upon. They also need a strong relationship with staff to feel comfortable enough to discuss themselves.</p>	<p>Students will learn dialogue and choreography from west end musicals. They will also improvise and devise their own scenes based on their understanding of characters. Students will combine knowledge learnt in both their primary learning stages of storytelling and urban dance</p>	<p>Students will learn how to develop a range of characters. They will build upon their existing drama skills to be able to form believable characters that differ from their casting bracket. They will be able to make decisions as to what skills and techniques they need to select to suit the role they are playing.</p>

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Year 8	<b>Topic Title and NC link</b>	<b>Genre exploration</b>	<b>Dance from different cultures</b>	<b>Game show</b>	<b>Chance Dance - Machines</b>	<b>Free running</b>	<b>Acting for Film</b>
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will know how theatre has developed through the ages and gain a knowledge of the different genres that are commonly used in each.  <b>Knowledge:</b> Unison, Choral speaking, Narration, Exaggerated Gesture, Facial Expression, Mime, Body language, Physical Theatre, Movement, Voice Projection, Tone, Expression, Proxemics, character stereotypes.	Students will know the features of Bollywood and African dance. They will know the historic and cultural context of the style and its stylistic qualities. They will learn choreography and develop their knowledge of how to choreograph in a style from other cultures.	They will know the different a range of theatrical techniques to bring to life a gameshow. They will know what costumes and props are and how to use them for dramatic effect.  <b>Knowledge:</b> Perform using Facial Expression, Body Language, Projected Voice, Stage Positioning, Mime, Movement, Gesture.	Students will know what a motif is. They will know what the choreographer role is and demonstrate the skills needed to be a choreographer. Students will know how to be an audience member and give constructive feedback.	They gain knowledge of how to work as part of small groups and as a large ensemble learning how movement is rejected and refined in large scale pieces. They will develop their creativity and learn how to take risks as a group. They will build trust with each other and apply stylistic features of free running such as athleticism.	Students will know the difference between acting for theatre and film and the different roles and responsibilities. They will gain further knowledge on collaborative learning and taking on leadership roles. Students will know how to develop their performance, vocal and physical skills. Students will know the context of the film industry and the structure of how a film is created. Pre and post production and creation.
	<i>Pupils should be able to do... (Skills being developed)</i>	Students should know how to use a range of acting skills and techniques to show understanding and knowledge of the particular theatre style.	Students should be able to perform using stylistic features of a given style: <ul style="list-style-type: none"> <li>• increase their movement memory</li> <li>• apply choreographic devices</li> <li>• perform using symbolic gestures e.g. mudras.</li> <li>• consider action, space, dynamics and relationships in dance.</li> </ul>	Students will observe and know how to create their own game show for a theatrical setting following their own plan. Students will structure an extended piece of drama, apply character development, use a variety of theatrical techniques to bring to life a gameshow. Students will select relevant costume and props.	Students will use the following skills when creating work; <ul style="list-style-type: none"> <li>• Motif</li> <li>• Motif Development</li> <li>• Order &amp; sequence</li> <li>• Retrograde</li> <li>• Dance relationships</li> <li>• Contrasting dynamics</li> <li>• Using chance methods of; phone numbers, dice, playing cards and coin toss.</li> </ul>	Perform and create choreography for a site-specific location. Creatively apply the 4 main dance principles action, Space, Dynamics, relationships. Dance with obstacles and props completing health and safety risk assessments.	Students will create work considering the difference between different camera angles and the best angles to use in a scene. Perform using a range of skills such as Facial Expression, Body Language, Gesture, Characterisation, Proxemics, expression, tone, projection, articulation.
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	Students will build upon their prior drama skills through exploring a range of genres such as comedy and horror alongside the acting techniques needed for this style of theatre. They will be introduced to different styles/genres of drama from different cultures and histories including melodrama and Commedia Dell'arte, dark comedy. Students will apply the acting skills developed in year 7 in a more specific style.	This unit builds upon students' prior knowledge from the year 7 urban dance unit developing technical and performance skills. It will also build upon the identity unit that allows for creative exploration and brining students own identity into movement, by exploring beyond their own experiences.	This unit builds on the unit genre where we explore how game shows are made focusing on the different roles and responsibilities within tv and film. We focus on the building of clear characters, expanding from a stereotype to create an in-depth background story. Students explore a new genre of drama demonstrating character relationships with the audience and each other.	Students will develop their choreography skills and experience working with a abstract theme / stimulus for the first time. This will allow students to develop their creative thinking and will build on their choreography skills taught in the urban dance unit. This unit will teach them the specifics of working with chance dance methods to generate and organise movement which is a technique famously used by Merce Cunningham.	Students will develop their understanding of how dance can take many forms. They will improve their acrobatic skills and creative thinking through building obstacles and using improvisation to move around them in an interesting way. They will build a whole class performance developing movement memory and ensemble skills.	To introduce students of how the world media and drama collaborate. This is going to be done at the end of the term as there is will be a need for a lot of equipment. Students have the opportunity to pick this subject as an option for GCSE in both drama and film.	

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<b>Year 9</b>	<b>Topic Title and NC link</b>	<b>Physical theatre through practitioners</b>	<b>Music: Covers and arrangements</b>	<b>Theatre in Education social drama</b>	<b>Music: 4 chord song</b>	<b>Dance/ Drama: Working to a brief</b>	<b>Music: Working to a Brief</b>
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will know what physical theatre is. They will know how to collaborate movement and speech to create an impactful scene. They will know how to use different practitioner methods to create their own work. They will understand and know the stylistic features of physical theatre.	Students will know what covers, arrangements and appraisal are. Students will develop their knowledge of what the musical elements are. Students will learn how to appraise music, based on their knowledge of the musical elements and how to create a cover of a song. Students will know how altering particular musical elements within a piece of music can drastically affect the emotion and sound in a piece of music.	Students will know the different purposes of why drama is created. They will know how to educate an audience using varied drama skills and techniques. They will know how to make creative decisions depending on the reaction they want from a targeted audience. Students will know how to devise their own piece of theatre from topics that affect their community.	Students will know what a band is, what makes an effective individual practice, what makes and effective group rehearsal, how to lead a rehearsal and what a rehearsal plan is. Students will know what the four chords are for their individual instrument. Students will know what makes a good performance, the ensemble skills required to be a member of a band and the appropriate techniques for playing their individual instrument.	Students will know how to interpret a brief that has a vocational scenario. They will know what a commissioning body, stimulus and target audience are. They will also know how to use researching skills to form their creative ideas.	Students will know what a brief, stimulus, set-list, rehearsal plan, rehearsal diary and target audience are. Students will what Health and Safety is, and what considerations they may need to make for a live performance. Students will also know how to aim their musical performance at a target audience.
	<i>Pupils should be able to do... (Skills being developed)</i>	<ul style="list-style-type: none"> <li>Use a practitioner to influence creative work.</li> <li>Apply the use of proxemics to set a mood/ atmosphere.</li> <li>Apply sequencing beyond a linear storyline.</li> <li>Use obstacles in a creative way.</li> <li>Develop movement memory and collaboration skills.</li> </ul>	<ul style="list-style-type: none"> <li>Create a cover of a song.</li> <li>Appraise a piece of music, using the musical elements to describe the music.</li> <li>Perform the cover of a song to an audience.</li> </ul> <p>Students will continue to develop the performance skills of timing, dynamic control, individual instrumental skill and the ability to count musically. There will also be a focus on the further development of ensemble skills such as team work, confidence, communication, flexibility, using group dynamics and improve their listening skills.</p>	<ul style="list-style-type: none"> <li>Devise a piece that has multiple scenes.</li> <li>Apply Improvisation to create work.</li> <li>Perform using, vocal skills such as projection, tone, pitch, expression, and proxemics, facial expression, body language, movement, mime and gesture.</li> </ul>	They will develop the rehearsal skills of communication, listening and focus and continue to develop the performance skills of timing, dynamic control, individual instrumental skill and the ability to count musically. They will also further develop ensemble skills such as team work, confidence, communication, flexibility, using group dynamics and improve their listening skills.	<ul style="list-style-type: none"> <li>Work independently and autonomously.</li> <li>Follow a brief and use a stimulus to develop work.</li> <li>Infer messages to an audience using techniques such as split stage and thought out loud.</li> <li>Find and use facts to create work that is current and informative.</li> </ul>	Students will develop the skill of time management. They will also develop your rehearsal skills through creating and using a rehearsal plan and rehearsal diary effectively. They will be able to develop a musical performance aimed at a set target audience. They will continue to develop the performance skills of timing, dynamic control, individual instrumental skill and the ability to count musically. They will also further develop ensemble skills such as team work, confidence, communication, flexibility, using group dynamics and improve their listening skills.
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	Students will explore different social issues using the acting skills and drama techniques they have learnt in year 7 and 8 to form small theatre company's and perform a piece of theatre. Students will understand how theatre can be used to educate and inform an audience on a particular issue or topic.	This unit helps students understand the importance of listening and analysing music. Students will use their knowledge of musical elements to describe the differences between two versions of the same song, which will develop their listening and aural analysis skills.	Students will explore different social issues using the acting skills and drama techniques they have learnt in year 7 and 8 to form small theatre company's and perform a piece of theatre. Students will understand how theatre can be used to educate and inform an audience on a particular issue or topic.	Students are asked to form mini-bands, students will have to work as an ensemble and use their listening skills to re-create a pop song. Students will build on their lyric writing skills from year 8 to compose their own pop song. Students can use instruments they have learnt across year 7 and 8.	This will encompass all the student's prior knowledge into an open-ended task that allows them to further develop their independence and ability to work effectively in a team.	Students will focus on their time management, developing rehearsal skills through creating and using a rehearsal plan and rehearsal diary effectively. Students will further develop their creativity.	