

# Year 7 Performing Arts Curriculum

**INTENT:** Year 7 Performing Arts is designed to stimulate imagination and feelings in order to make sense of the world through the creation of imagined characters and situations and the relationships and events that they encounter. The curriculum will encourage students to develop confidence in speaking and emotional literacy through verbal and physical expression. It will develop reading skills and vocabulary through interaction with play texts and fictional stories.

## Half Term 1

### Transition Project

## Half Term 2

### Folklore and Puppetry

## Half Term 3

### Street Dance

## Half Term 4

### Samba

## Half Term 5

### Camelot

## Half Term 6

### Melodrama

Why teach Transition Project here?	Why teach Folklore here?	Why teach Street Dance here?	Why teach Samba here?	Why teach Camelot here?	Why teach Melodrama here?
<p>The transition project is set by the school each year and is an opportunity for students in Year 7 to experience Drama as part of a wider curriculum focus. It gives students the opportunity to learn about the performance spaces and behaviour protocol in approaching the spaces as well as incorporating Drama skills into cross curricular links.</p>	<p>This is the first opportunity for students to experience narrations and story through Grimm's Fairy Tales and Puppetry. Students re-interpret existing fiction into a new form of creative expression. Reading Carol Anne Duffy's Grimm's Tales improves literacy and comprehension and puppetry enhances physical expression.</p>	<p>Students will now begin to learn basic Dance techniques in addition to the physicality they have developed through puppetry. This now widens the breadth of skills that students will have to create complex Drama in the future. Incorporating Music into performance, students will now understand the broader application of performance.</p>	<p>This scheme combines music with physical expression. Collaborating with the music department, students learn to integrate Samba Dance phrases and expression with percussion beats and rhythms. This scheme gives students the chance to learn the history of Samba and its importance in the overall music canon.</p>	<p>This scheme looks at application of Drama in the community, using Boal's Forum Theatre to consider Arts funding from the council for a theme park. Students also consider the creative design of the park looking at medieval performance styles and modern re-interpretation in the form of Spamalat. Puppetry is also used to express characters in the park.</p>	<p>Melodrama is an important genre and time period, as acting transitioned from comical restoration performances in more nuanced naturalism. This scheme teaches students the exaggerated nature of melodramatic physical expression and characterisation as well as the importance of the genre in theatrical history.</p>
<p><b>National Curriculum Links:</b></p> <p>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p><b>National Curriculum Links</b></p> <p>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p><b>National Curriculum Links</b></p> <p>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <p>Perform Dances using advanced Dance techniques within a range of Dance styles and forms.</p>	<p><b>National Curriculum Links</b></p> <p>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p><b>National Curriculum Links</b></p> <p>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <p>Perform Dances using advanced Dance techniques within a range of Dance styles and forms.</p>	<p><b>National Curriculum Links</b></p> <p>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <p>Perform Dances using advanced Dance techniques within a range of Dance styles and forms.</p>
<p><b>Teaching Transitions Project here supports:</b></p> <p>Reading comprehension Written expression Spoken language skills</p>	<p><b>Teaching Folklore here supports:</b></p> <p><b>Reading and literacy</b> Vocal expression Physical expression Language comprehension</p>	<p><b>Teaching Street Dance here supports:</b></p> <p>Muscular co-ordination Ensemble work Physical Expression Rhythm and movement Dance vocabulary</p>	<p><b>Teaching Samba here supports:</b></p> <p>Dance theory and practise World cultures Musical expression Physical Expression</p>	<p><b>Teaching Camelot here supports:</b></p> <p>Dance theory and practise Citizenship Musical expression Improvising Rehearsing</p>	<p><b>Teaching Melodrama here supports:</b></p> <p>Characterisation Slapstick comedy Historical context Penny Dreadful Literature.</p>