

# Year 7 Dance 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

### Folklore and Puppetry

## Half Term 2

### Street Dance

## Half Term 3

### Charlie and the Chocolate Factory

## Half Term 4

### Samba

## Half Term 5

### Ibrox

## Half Term 6

### Melodrama

Why teach Folklore here?	Why teach Street Dance here?	Why teach CATCF here?	Why teach Samba here?	Why teach Ibrox here?	Why teach Melodrama here?
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.	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.	This scheme of work combines literacy with physical theatre and character work. Students are introduced to a script for the first time and must learn lines as part of the assessment. Students will have to take knowledge from passage of text and adapt these into their own performances.	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.	Ibrox continues to develop key Dance skills building on the work done in Street Dance. This scheme is emotive and students are encouraged to explore using key dance styles and techniques to empathise with the story of the Ibrox stadium disaster.	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.
National Curriculum Links:	National Curriculum Links	National Curriculum Links	National Curriculum Links	National Curriculum Links	National Curriculum Links
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.	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. Perform Dances using advanced Dance techniques within a range of Dance styles and forms.	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.	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.	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. Perform Dances using advanced Dance techniques within a range of Dance styles and forms.	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. Perform Dances using advanced Dance techniques within a range of Dance styles and forms.
Teaching Folklore here supports: Reading and literacy	Teaching Street Dance here supports:	Teaching Charlie here supports:	Teaching Samba here supports:	Teaching Ibrox here supports:	Teaching Melodrama here supports:
Vocal expression Physical expression Language comprehension	Muscular co-ordination Ensemble work Physical Expression Rhythm and movement Dance vocabulary	Character development Literacy Memory and knowledge recall	Dance theory and practise World cultures Musical expression Physical Expression	Dance theory and practise Citizenship Musical expression Improvising Rehearsing	Characterisation Slapstick comedy Historical context Penny Dreadful Literature.