

Year 7 Performing arts semester plan

Week	Unit	Learning Focus	Curriculum
1	Mime and movement	<ul style="list-style-type: none"> How can we create a fun and supportive classroom for all? Attentive listening, respectful participation, right to pass, no put-downs. Welcome and icebreaker games Cover books – look at organisation and reflections 	Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions
2		<ul style="list-style-type: none"> Building trust and teamwork. Identifying individual strengths exploring the skills and discipline in perf. Arts. Improvisation/mime activities – “lets”, “up down freeze” 	Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions
3		<ul style="list-style-type: none"> Introduce the elements of drama Becoming more comfortable in front of an audience through games. Introduction to mime, what is it? How did it develop? Examples of mime / famous mime artists. 	Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning
4		<ul style="list-style-type: none"> Play building – creating a mime performance incorporating the elements of drama, particularly movement and expression Planning, organising and performing Understanding dramatic elements 	Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning
5		<ul style="list-style-type: none"> Performance – Group planned performance using the elements of drama Group work Reflections on self, team and others How to provide constructive and respectful feedback 	Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft.
6	Script reading	<ul style="list-style-type: none"> Introduction into script reading, elements of a script Cold read scripts and activities 	Rehearse drama, exploring ways to communicate and refine dramatic meaning.
7		<ul style="list-style-type: none"> Introduction to monologues, what are they, examples of monologues Analyse elements of drama in various monologues / performances. Look at stagecraft 	Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning
8		<ul style="list-style-type: none"> Performing Scripts. Rehearsing as a group and performing using knowledge of dramatic elements Develop and refine expressive skills in voice and movement Introduce listening diary assessment 	Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions
9		<ul style="list-style-type: none"> Performing Scripts and reflecting upon performance. Review of a performance / film 	Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft.

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10	Music, sound, dance, design	<ul style="list-style-type: none"> • Introduction into music – elements of music • Understanding rhythm and beat • How music and sound is used in performance 	
11		<ul style="list-style-type: none"> • Interpreting sound to assist the design process. • Set building, bringing the elements together • Listening diary assessment 	
12		<ul style="list-style-type: none"> • Listening diary assessment – analysing song • Look at music videos and discuss the effect that music can have on audiences. 	
13		<ul style="list-style-type: none"> • Accompanying music with movement • Introduction to dance, elements of dance and examples of different dances • Create a fun dance as a class – everyone comes up with a different move. 	
14	Stagecraft	<ul style="list-style-type: none"> • Introduction to stagecraft – 20 elements of stage. Students create their own stage, can be digital or as a model (show examples) 	
15		<ul style="list-style-type: none"> • Using their knowledge of stagecraft to create their own stage, incorporating 20 different elements. • Review of dramatic elements 	
16		<ul style="list-style-type: none"> • Completing all assessments • Use knowledge of elements of drama to perform various acts/contribute to games in front of an audience. 	
17	Improvisation and performance styles	<ul style="list-style-type: none"> • Introduce improvisation further and look at examples • What makes improvised performances successful? • Comedy: it's all about the... timing 	Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning
18		<ul style="list-style-type: none"> • Explore different ways of improvising and the effect on the audience • Watching and evaluating a classic film • Learn how to reflect upon your own improvisations and improve your performance skills 	Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions
19		<ul style="list-style-type: none"> • Plan, develop and perform and comedy: a parody of a soap opera • Applying knowledge of stagecraft, the elements of drama, voice and movement to communicate meaning 	Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions

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