

Subject:	Performing Arts	Year group:	7
Topic:	Musical Theatre	Sequence:	Term 1b
Prior learning: (What previous learning will the new learning in this unit build upon?)		Next learning: (What learning comes next and builds upon this unit?)	
Introduction to Drama and Dance at KS3. Basic performance skills including teamwork, expression, movement and storytelling.		Halloween Season – <i>Dark Wood Manor</i> : developing improvisation, whole-class role play, characterisation and ensemble performance.	
Learning objectives: (In chronological order)	Duration: (How long it usually takes to secure each learning objective)	Homework: (Activities to consolidate learning outside the classroom)	Specific vocabulary: (Subject specific terms relating to each learning objective)
Acting: - Explore how stories are communicated through people, place and problem. - Develop character through still image, mime, facial expression and body language. - Use stage configurations and role play to create short performances inspired by <i>Matilda</i>. Dance/Musical Theatre: - Choreograph and perform a movement sequence inspired by a song from <i>Matilda</i>. - Perform using counts of 8, canon and mirroring. - Demonstrate characterisation through movement and musicality.	6–7 lessons (approximately 1 lesson per learning objective, with final lessons used for rehearsal and performance).	Research the musical <i>Matilda</i> and its characters. Reflect on the theatre visit and evaluate how performers used acting, movement and staging to tell the story. Practise choreography or learn lines where appropriate.	Acting: People, Place, Problem, Still Image, Mime, Facial Expression, Body Language, Stage Configuration, Role Play, Character. Dance/Musical Theatre: Count of 8, Canon, Mirroring, Characterisation, Beat, Choreography, Performance.

Subject:	Performing Arts	Year group:	7
Topic:	Darkwood Manor	Sequence:	Term 2a
Prior learning: (What previous learning will the new learning in this unit build upon?)		Next learning: (What learning comes next and builds upon this unit?)	
Students have completed introductory drama and dance activities, developing basic teamwork, communication, movement and performance skills.		When in Rome – Commedia Dell'arte, exploring stock characters, comedy and Italian Folk Dance.	
Learning objectives: (In chronological order)	Duration: (How long it usually takes to secure each learning objective)	Homework: (Activities to consolidate learning outside the classroom)	Specific vocabulary: (Subject specific terms relating to each learning objective)
Acting: Explore a haunted manor through whole class improvisation and teacher in role. Develop characters using hot seating, body as prop, still image and mime. Create and perform scenes set within Dark Wood Manor. Investigate the mystery of Dark Wood Manor through teacher-in-role activities. Develop characters using hot seating and improvisation. Use still image, mime and body as prop to communicate setting and story. Create ensemble scenes building tension and suspense. Learn and rehearse Thriller choreography. Apply canon, characterisation and ensemble skills to performance.	6–7 lessons (approximately 1 lesson per learning objective, with final lessons used for rehearsal and performance).	Create a character profile for a resident of Dark Wood Manor. Research conventions of horror and suspense. Practise performance material. Diary entry in role. Character biography.	Hot Seating, Whole Class in Role, Teacher in Role, Body as Prop, Still Image, Mime, Characterisation, Improvisation

Subject:	Performing Arts	Year group:	7
Topic:	When in Rome	Sequence:	Term 2b
Prior learning: (What previous learning will the new learning in this unit build upon?)		Next learning: (What learning comes next and builds upon this unit?)	
Students have explored improvisation, characterisation and ensemble performance through the Dark Wood Manor unit. They have developed confidence in role play, mime, still image and collaborative performance work.		More Than Words – Living House, introducing physical theatre, storytelling through movement and ensemble communication.	
Learning objectives: (In chronological order)	Duration: (How long it usually takes to secure each learning objective)	Homework: (Activities to consolidate learning outside the classroom)	Specific vocabulary: (Subject specific terms relating to each learning objective)
Acting: Introduce Commedia Dell'arte and understand its origins as a form of Italian theatre. Explore how comedy is created through exaggerated characters and physical performance. Dance/Musical Theatre: Introduce Italian Folk Dance and understand its cultural significance within performance traditions. Explore key stock characters including Arlecchino, Pantalone and Il Dottore. Learn basic Italian Folk Dance steps and movement patterns. Develop physical characterisation through body language, posture and movement. Practise traditional Italian Folk Dance sequences. Create comedic improvisations using stock characters and mannerisms. Refine timing and rhythm in dance work.		Research the history of Commedia Dell'arte and identify one stock character. Complete a stock character fact file.	Commedia Dell'arte, Italy, Theatre Tradition, Stock Character

Devise a scene inspired by Italian culture incorporating Commedia conventions and Folk Dance. Rehearse devised scenes and incorporate Folk Dance into performance work. Perform and evaluate a final Commedia Dell'arte scene and Italian Folk Dance performance.			
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Subject:	Performing Arts	Year group:	7
Topic:	More Than Words – Living House	Sequence:	Term 3a
Prior learning: (What previous learning will the new learning in this unit build upon?)		Next learning: (What learning comes next and builds upon this unit?)	
Prior learning: Introduction to basic drama skills such as freeze frames, characterisation, teamwork and performance.		More advanced devising and physical performance techniques, including storytelling through movement, vocal and physical character work, and ensemble theatre-making.	
Learning objectives: (In chronological order)	Duration: (How long it usually takes to secure each learning objective)	Homework: (Activities to consolidate learning outside the classroom)	Specific vocabulary: (Subject specific terms relating to each learning objective)
To know what physical theatre is and understand how movement can be used to communicate meaning and tell a story without relying on dialogue. Students explore examples of physical theatre and use their bodies creatively to represent objects, spaces and characters within a Living House performance.		Research a professional physical theatre company and explain how they use movement to tell stories. Create three household objects using body shapes and describe how they communicate meaning. Create a storyboard showing movement responses to changes	Physical theatre, body as prop, ensemble, storytelling, gesture, characterisation, communication, movement motif Ensemble, body as prop, freeze frame, spatial awareness, levels, timing, beat, focus, collaboration

To develop ensemble skills by creating a Living House, using the body as a prop and responding to beats and cues within a group performance. Students collaborate to build scenes and environments through movement. To create and perform a physical theatre piece informed by the tempo, atmosphere and beat of a piece of music. Students use movement dynamics to reflect musical changes and enhance storytelling. To evaluate and refine a physical theatre performance, demonstrating effective use of ensemble work, body as prop and musicality.		in tempo and mood in a chosen piece of music.	
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Subject:	Performing Arts	Year group:	7
Topic:	Shadow Puppetry	Sequence:	Term 3B
Prior learning: (What previous learning will the new learning in this unit build upon?)		Next learning: (What learning comes next and builds upon this unit?)	
Basic drama performance skills including teamwork, voice projection, freeze frames and storytelling.		Further exploration of cultural performance traditions and devised theatre using movement, music and narrative techniques.	
Learning objectives: (In chronological order)	Duration: (How long it usually takes to secure each learning objective)	Homework: (Activities to consolidate learning outside the classroom)	Specific vocabulary: (Subject specific terms relating to each learning objective)
To understand how shadow puppetry uses light, darkness and silhouette to communicate a story.		Research the history of shadow puppetry and identify three ways stories can be communicated	Shadow puppetry, silhouette, narration, light source, verbal communication, storytelling

Students will explore Japanese artistic influences and how verbal communication supports performance. To be able to perform a story through verbal communication and the absence of light, demonstrating clear vocal expression. To develop and refine shadow puppet performances using effective vocal techniques and collaborative storytelling. To learn Japanese Folk Dance steps and perform them within a Shadow Puppetry performance alongside Taiko music, demonstrating rhythm and cultural understanding. To evaluate and refine a final performance that combines shadow puppetry, voice and movement techniques.		without seeing performers on stage. Practise reading a short script using different vocal choices and record examples. Create a storyboard for a short shadow puppet scene showing key moments in the narrative.	Pitch, pace, tone, volume, clarity, projection, atmosphere, characterisation
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