

	Year 7 Dance/Drama					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 2	Summer Term 2
BIG Q Content (max 5) p	Students will experience watching professional dance works from Mathew Bourne's The Nutcracker. Students will identify key movement features, space and levels and character development within two 'sweetie' dances (Marshmallows and Gobstoppers).	Students will be taught choreography based on the Nutcracker in which they are to apply key movement features as analysed from the professional work. Discussion of a 'performer' and careers in performance. References to local performance jobs including theatres and leisure industry.	Students will explore Susan Hills 'The Woman in Black' text and analyse ways in which tension can be developed within a scene. Students will analyse how the production uses minimal set but focuses on imagination, physicality and soundscapes to communicate a story.	Students will use the skills explored in the previous half term to create a short-scripted performance. Students will be introduced to small scripts with a view to promote reading and oracy while also exploring live theatre performances and how performance environments can differ.	Students will explore traditional folk tales and Brother Grimm stories of Hansel and Gretel and Little Red Riding Hood. Students will continue to build on the skills discovered in the first two topics along with developing knowledge of narrative, structure and status.	Students will continue to draw on inspiration from the previous units to develop an understanding of how to devise and choreograph to a set stimulus along with working on analysing stimulus and giving productive feedback.
Vocabulary (max 10) Please log into MAPPER to support your child to learn these words	1. Practitioner 2. Choreography 3. Performance 4. Unison 5. Canon 6. Transition 7. Levels 8. Professional 9. Movement 10. Features	1. Choreographer 2. Theatre 3. Formation 4. Stimulus 5. Inspiration 6. Designer 7. Director 8. Confidence 9. Resilience 10. Focus	1. Theatre 2. Practitioner 3. Director 4. Physicality 5. Soundscape 6. Freeze frame 7. Projection 8. Articulation 9. Imagination 10. Production	1 The round 2. Proscenium arch 3. Foreshadowing 4. Character 5. Plot 6. Subplot 7. Protagonist 8. Antagonist 9. Monologue 10. Duologue	1 Stimulus 2. Narrative 3. Structure 4. Hierarchy 5. Status 6. Relationship 7. Proxemics 8. Audience 9. Ensemble 10. Scene	1. Reflection 2. Evaluation 3. Summarize 4. Practitioner 5. Creative intention 6. Theme 7. Genre 8. Choreographer 9. Director 10. Resilience
Catholic Link	Rights and responsibilities Exploring the roles and responsibilities of performers and the effects this has.	Dignity of work - All work should be valued and appreciated, highlighting the strengths and positives within the performances to have more positive outlook.	Human Dignity - Explore characters' emotions and experiences, encouraging empathy and respect for every person's worth.	Rights and responsibilities - Examine characters' moral choices. Debate what responsibilities characters have towards others and how their actions affect society.	Solidarity - Use ensemble works to show cooperation, trust and supporting one another. Explore stories about standing with people facing injustice.	Participation - Ensure every student has an opportunity to contribute through acting, , designing or technical theatre, demonstrating that everyone's gifts are valued.
Careers Link	Dancer: Responsible for learning and performing set choreography in a range of performance environments.	Stage Manager: Running all backstage operations, coordinating rehearsals, and ensuring productions run smoothly during live shows.	Musical Theatre Performer: Combining acting, singing, and dancing for stage productions, pantomimes, or cruise ship entertainment.	Theatre Director: Leading the artistic vision of a stage play, coordinating actors, and working closely with set and lighting designers	Choreographer: Responsible for creating dance movement in preparation to teach to performers for a range of performance environments.	Stage Manager: Running all backstage operations, coordinating rehearsals, and ensuring productions run smoothly during live shows.
Ways to enrich the year 7 curriculum at home...(max 3) - Visit public cultural venues - Trips to museums, galleries and historical sites provide inspiration for characters, costumes and storytelling. - Explore the many roles beyond acting and dancing, including: Director, choreographer, costume designers, set designer and more. - Choose a character from a film, TV programme or book and discuss: What do they want? What motivates them? How do they change the story?						