

Year 7 Curriculum Intent					
	Autumn Term		Spring Term	Summer Term	
	1	2	1 and 2	1	
Key Concepts	<ul style="list-style-type: none"> <li>Specialist skills</li> <li>Personal management/life skills</li> </ul> <p>Basic drama skills and techniques</p> <p>'INTRODUCTION TO DRAMA'</p>	<ul style="list-style-type: none"> <li>Specialist skills</li> <li>Personal management/life skills</li> <li>Creating original drama</li> <li>Evaluation</li> <li>Applied basic dance skills</li> </ul> <p>Issue based dance and drama</p> <p>exhibition</p> <p>'BUSINESS'</p>	<ul style="list-style-type: none"> <li>Specialist skills</li> <li>Creating original drama</li> <li>Personal management/life skills</li> <li>Interpreting scripts</li> <li>evaluation</li> </ul> <p>Historical drama exhibition and devising ('ACU')</p>	<ul style="list-style-type: none"> <li>Personal management/life skills</li> <li>Interpreting scripts</li> <li>Specialist skills evaluation</li> <li>Theatre roles and responsibilities</li> </ul> <p>Final presentation</p>	<ul style="list-style-type: none"> <li>Specialist skills</li> <li>Personal management/life skills</li> <li>Creating original drama</li> <li>evaluation</li> <li>Theatre roles and responsibilities</li> </ul> <p>Theatre design 'units'</p>
National Curriculum Knowledge & Understanding	<ul style="list-style-type: none"> <li>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>Improvising, rehearsing and performing</li> <li>Using role, intonation, tone, volume, mood, silence, stillness and action to add impact!</li> </ul>	<ul style="list-style-type: none"> <li>Apply the six basic dance skills and posture to story telling the theme of bullying!</li> <li>Improvising, rehearsing and performing play scripts and poetry in order to discuss language and meaning</li> <li>using role, intonation, tone, volume, mood, silence, stillness and action to add impact!</li> <li>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>English literature, both pre-war and contemporary</li> <li>Improvising, rehearsing and performing</li> <li>Using role, intonation, tone, volume, mood, silence, stillness and action to add impact!</li> <li>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>English literature, both pre-war and contemporary</li> <li>Using role, intonation, tone, volume, mood, silence, stillness and action to add impact!</li> </ul>	<ul style="list-style-type: none"> <li>Using role, intonation, tone, volume, mood, silence, stillness and action to add impact!</li> </ul>

	amongst pupils!	ways! , hey will apply #oth		to young people this age in terms of	those who find design and script
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		#asic drama and dance s\$ills to showcase the impact of #ullying!		themes and content!	writing more en-oya#le than performance! ) upils! range of s\$ills will #e expanded
* hy now+	"t this point pupils are mostly uninhi#ited and prepared to experiment and ta\$e ris\$s! " n exciting and structured introduction enthuses pupils and ena#les them to see the potential possi#ilities of drama! 5earning #asic s\$ills now allows pupils to impro e and de elop o er KS6 as they ta\$e on more complex acti ities	5earning #asic dance s\$ills now will help students to de elop their confidence through KS6 as they ta\$e on more complex acti ities! Students are ready to wor\$ more independently and try out ideas of their own! Eovur #k g# this early s#ren # DeB0 xpe'0pe eoe @otl I wely p#tes s#ren # DeB0 xpe'0pe eoe @otl p#tes s#ren # DeB0 xpe'0pe eoe @otl #Kes! em p#lo A ore comfiex are p# ydnd \$D= #nt screnn#K			

