

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

	amongst pupils!	ways! , they 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! From KS6 onwards, the # of opportunities for pupils to take on more complex roles will increase. This is a key aim of the curriculum. The aim is to ensure that all pupils have the opportunity to take on more complex roles and to develop their confidence and skills in this area.			

