

Beamont Collegiate Academy Curriculum Map



Year 7 Expressive Arts

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	How can you use the rules of performance in your Mime performance pieces?	1920's Dance	How will your character behave in the given scenarios and how will you show this through characterisation?	Musical Theatre (Matilda)	How do you feel towards the character of Andrew/Andrea and why is this? How can you show this throughout your performance?	Street Dance
	Key substantive knowledge	<ul style="list-style-type: none"> -How to create convincing characters through the use of body language, facial expression, gesture and voice. How to perform in front of an audience with control and confidence. How to use the skill of mime to convey a scenario, emotion and character. How to create elements of slap stick comedy within a scene How to professional performer discipline within the performance space How to work creatively as part of a team to develop a narrative for performance 	<ul style="list-style-type: none"> -How to perform in front of an audience with control and confidence. -How to have professional performer discipline within the performance space -How to work creatively as part of a team to develop ideas and choreography. -How to use key features of 1920s dance to create their own choreography. 	<ul style="list-style-type: none"> -How to use 'Thought in the Head' as an explorative strategy to develop an understanding of character for the actor and the audience. -How to use 'Split Screen' as a tool to control the action on stage to support audience understanding How to use 'Multi Role' to create a range of contrasting characters through the use of body language, facial expression, gesture and voice. -How to develop an understanding of the use of costume to convey a character -How to work as a team when responding to a scenario to develop a narrative. 	<ul style="list-style-type: none"> -How to use facial expression and body language to convey key themes and narratives within a dance -Developing the understanding of the key features of a piece of Musical Theatre -Developing an understanding of the use of costume to convey a character -How to work as a team when responding to a scenario to develop a narrative. -How to use the 3 disciplines of Performing arts simultaneously. 	<ul style="list-style-type: none"> -How to engage and empathise with a given character -How to use the skill of 'Hot Seating' as an explorative strategy to support an actor's understanding of a character -How to create and use flashback as a means of showing character history -How to choose explorative strategies appropriately to convey meaning -How to reflect on character circumstance -How to work as a team when responding to a scenario to develop a narrative 	<ul style="list-style-type: none"> -Use a broad range of stimuli including visual, auditory and ideational. -Choreograph their own performance material using the key features of professional works -Appreciate how stimulus can bring a performance to life and support the creative process. -Understand that street dance can be used to convey important and significant messages, themes and stories.
	Disciplinary knowledge	Existing repertoire Stimulus response	- Existing repertoire	Existing repertoire Stimulus response	-Existing repertoire -Stimulus response	Applied Theatre Stimulus Response	-Existing repertoire -Stimulus response

			- Stimulus response				
Clarity around sequencing	Main links across the curriculum	Y7 Autumn Term 2 (1920's dance) Y7 Spring Term 2 (Matilda) Y8 Spring Term 1 (Our Day Out)	Year 7 Autumn term 1 (Silent movies) Year 7 Summer term 2 (2020's dance) Year 8 Autumn term 2 (1950s Dance) Year 9 Autumn term 2 (Responding to a stimulus)	Y7 Spring Term 2 (Matilda) Y8 Spring Term 2	Year 7 Spring term 1 (Charlie & The Chocolate Factory) Year 8 Spring term 2 (Hairspray)	Y8 Autumn Term 1 (Runaways) Y8 Autumn Term 1 (Our day Out) Y9 Autumn Term 1 (Verbatim) Y9 Autumn Term 3 (Verbatim)	Year 7 Autumn term 1 (rules of performance) Year 7 Summer term 1 (Feelings towards a character (Andrew/Andrea)) Year 8 Summer term 2 (Intro to choreography) Year 9 Autumn 1, Spring 1, Summer 1 (verbatim theatre)
	Authentic cross curricular links	Industrial Revolution	-Industrial revolution -Prohibition era -8 counts	Music	-8 counts -Wellbeing/PSHE -Identity	PSHE	- PSHE - History (African American culture)
Vocabulary	Key words	Slap Stick Comedy Facial Expression Body Language Corpsing Convincing Neutral	Choreography Charleston Neutral Posture	Multi Role Split Screen Thought in the Head Contrasting Convincing Hot Seating Physical Theatre Flash Back	Choreography Musical Theatre Disciplines Individualism	Verbatim Theatre Thought in the Head Flashback/Flashforward Hot Seating Monologue	Choreography Virality Development Simplicity
Assessment	Summative assessment	How will you use the key features of 1920's silent movies to create your own scene? How will you include the rules of performance?	How will you perform with professionalism using your own choreography of 1920s style dance?	How will you respond to the scenario and perform with confidence and professionalism?	How will you perform with professionalism using all 3 disciplines of the performing arts?	How will you create a performance that informs the audience about the disappearance of Andrew/Andrea?	How can you perform to an audience using Street Dance technique and also become an active audience member?
Links to the real world / careers / PD		How are the films we watch today, different from the 1920's Silent Movies? PD - Working as a team, respect, leadership.	How has 1920's dance influenced modern dance trends?	Careers – Young Performers PD - Identity, working as a team, respect, leadership.	Identity (PD) Family structure (PD) Careers – Young professional performers.	PD – Emotional well-being, Bullying, Respect.	Social Media usage Viral nature of the internet Impact of technology upon the world