

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	Silent Movies	1920s Dance	Characterisation	Musical Theatre – Matilda	Real stories: Runaways	Showcase
	Key substantive knowledge	<ul style="list-style-type: none"> Exploring the use of: body language, facial expression, gesture and voice. Use of mime to convey character and scenario. Slapstick comedy. Contributing as part of a team to develop a narrative. 	<ul style="list-style-type: none"> Performing in front of an audience with control and confidence. Professional performer discipline within the performance space. Creative collaboration to develop ideas and choreography. Key features of 1920s dance to create their own choreography including basic Charleston. Role of woman in 1920s. Information recall 	<ul style="list-style-type: none"> Developing character awareness through the use of explorative strategies. Understanding audience perspective. Controlling the action on stage to support audience understanding. Perform a range of characters using voice, body language and facial expression. Responding to a scenario to develop a narrative. 	<ul style="list-style-type: none"> Conveying key themes and narratives through dance and performance. Develop understanding of key features of Musical Theatre and how they convey character and narrative. Perform a range of characters using movement and facial expression. Responding to a scenario to develop a narrative. Use the 3 disciplines of the Performing Arts simultaneously. 	<ul style="list-style-type: none"> Engaging with verbatim theatre. Understanding a character by developing empathy. Developing character through the use of dramatic techniques. Understand backstory and character history. Reflect upon character circumstance. 	<ul style="list-style-type: none"> The role of the director and choreographer Working as a theatre company Responding to a brief and given stimuli Creative intention Creative collaboration to develop and devise Responding to, and developing narratives in response to scenarios Characterisation skills to make informed decisions about character portrayal Performing as an ensemble Perform a role with professional discipline

	Disciplinary knowledge	<ul style="list-style-type: none"> • Focus • Movement control • Professional discipline • Articulate a personal response. 	<ul style="list-style-type: none"> • Movement control • Professional discipline • Articulate a personal response. • Demonstrate understanding of choreographic skills. 	<ul style="list-style-type: none"> • Stimulus response • Recall • Thought in the Head to analyse character behaviour. • Split Screen to develop understanding of contrasting character emotion. • Multirole • Use of tone to inform character 	<ul style="list-style-type: none"> • Stimulus response • Using existing repertoire • Body language and voice to convey character and emotion. 	<ul style="list-style-type: none"> • Stimulus response • Hot seating • Flashbacks • Thought in the Head to analyse character behaviour. • Split Screen to develop understanding of contrasting character emotion. 	<ul style="list-style-type: none"> • Roles and responsibilities of a theatre company • Stimulus • Initial response • The devising process • Dramatic techniques for performance • Choreographic skills • Professional discipline • Articulate a personal response.
Clarity around sequencing	Main links across the curriculum	<p>Y7 Autumn Term 2 (1920's dance)</p> <p>Y7 Spring Term 2 (Matilda)</p> <p>Y8 Autumn Term 1 (Our Day Out)</p>	<p>Year 7 Autumn term 1 (Silent movies)</p> <p>Year 8 Autumn term 2 (1950s Dance)</p> <p>Year 9 Spring term 2 (Responding to a Brief)</p> <p>Year 8 Spring 2, Street Dance.</p>	<p>Y7 Spring Term 2 (Matilda)</p> <p>Y8 Autumn Term 1 (Our Day Out)</p> <p>Y9 Autumn Term 1 (Teachers)</p>	<p>Year 7 Spring term 1 (Characterisation)</p> <p>Y8 Spring 2 (Street Dance)</p> <p>Y9 Autumn 2 (ETAJ)</p> <p>Y10 Autumn 1 – Musical Theatre</p>	<p>Y7 Summer Term 1 (Real Stories: Runaways)</p> <p>Y8 Autumn Term 1 (Our day Out)</p> <p>Y9 Spring Term 1 (Verbatim)</p>	<p>Y 7 Summer Term 1 (showcase)</p> <p>Y 8 Spring Term 2 (Devising)</p> <p>Y9 Spring Term 2 (Responding to a brief)</p>

	Authentic cross curricular links	English: structuring a narrative.	<ul style="list-style-type: none"> Mathematical links to rhythm and counting bars of music. 	<ul style="list-style-type: none"> Music 	<ul style="list-style-type: none"> Identity and stereotypes. Mathematical links to rhythm and counting bars of music. 	<ul style="list-style-type: none"> PSHE 	<ul style="list-style-type: none"> English: Responding to stimulus and structuring a narrative Script exploration
Vocabulary	Key words	<ul style="list-style-type: none"> Slap Stick Comedy Facial Expression Body Language Corpsing Convincing Neutral Mime 	<ul style="list-style-type: none"> Choreography Charleston Neutral Posture Corpsing Motif 	<ul style="list-style-type: none"> Multi Role Split Screen Thought in the Head Contrasting Convincing Hot Seating Physical Theatre Flash Back Corpsing 	<ul style="list-style-type: none"> Choreography Musical Theatre Disciplines Corpsing 	<ul style="list-style-type: none"> Verbatim Theatre Thought in the Head Flashback/Flashforward Hot Seating Monologue 	<ul style="list-style-type: none"> Devising Choreography Director Choreographer Initial Response Brief Stimulus Symbolism Ensemble Target audience Creative Intention
Assessment	Summative assessment	<p><u>Devising & rehearsal:</u></p> <p>How will you use the key features of 1920's silent movies to create your own scene?</p> <p><u>Performance:</u></p> <p>How will you use your performance skills and the rules of performance?</p>	<p><u>Choreographing & rehearsal:</u></p> <p>How will you use the key features of 1920s dance to create your own choreography?</p> <p>How will these features develop your choreography?</p> <p><u>Performance:</u></p> <p>How will you include the rules of performance?</p>	<p><u>Devising & rehearsal:</u></p> <p>How will you respond to the given scenario and build upon a stimulus?</p> <p>How will you use your performance skills to convey stereotypes?</p> <p><u>Performance:</u></p> <p>How will you use your performance skills to portray character?</p>	<p><u>Choreographing & rehearsal:</u></p> <p>How will you perform all 3 disciplines of the Performing Arts simultaneously?</p> <p><u>Performance:</u></p> <p>How will you perform with confidence and professionalism?</p>	<p><u>Devising & rehearsal:</u></p> <p>How will you create a performance that allows the audience to experience sympathy and empathy for Andrew/Andrea?</p> <p><u>Performance:</u></p> <p>How will you ensure that you demonstrate control and focus in your performance?</p> <p>How will you use your performance skills to create an emotional performance?</p>	<p><u>Devising & rehearsal:</u></p> <p>What is your initial response to the brief and stimulus?</p> <p>How will you be a successful member of a theatre company?</p> <p>Which performance techniques will you choose and why?</p> <p><u>Performing:</u></p> <p>How will you use your performance skills to fulfil the brief?</p>

<p>Links to the real world / careers / PD</p>		<ul style="list-style-type: none"> • How are the films we watch today different from the 1920's Silent Movies? • How have films today been inspired by Silent Movies? • PD: Working as a team, respect, leadership, respecting opinions • Awareness of gender inequality. 	<ul style="list-style-type: none"> • The influence of 1920s dance on modern culture • PD: Working as a team, respect, leadership, respecting opinions • Awareness of gender inequality. 	<ul style="list-style-type: none"> • Careers – Young Performers • PD - Identity, working as a team, respect, leadership. • Social class divide • Stereotypes 	<ul style="list-style-type: none"> • PD: Identity, family structure. • Careers – Young professional performers. • PD: Working as a team, respect, leadership, respecting opinions • Hierarchy • Identity and stereotypes. 	<ul style="list-style-type: none"> • PD – Emotional wellbeing, bullying, respect, empathy, identity, actions and consequences, studying theatre that raises awareness. 	<ul style="list-style-type: none"> • The medium of performance to fulfil a creative intention • PD: Working as a team, respect, leadership, respecting opinions • Careers: Roles and responsibilities within a theatre company.
---	--	---	--	--	--	---	--