

Y7 PERFORMING ARTS CURRICULUM SEQUENCING

Year 7	HT 1	HT 2	HT 3
Y7 Summary The SoL in year 7 helps students appreciate the diverse roots of theatre and storytelling, providing them with the tools to understand, perform, and critically engage with different theatrical styles and techniques. • Substantive Knowledge: Students will develop a broad understanding of the history and evolution of drama, including key traditions like Greek theatre, Elizabethan theatre, and world theatre. They will gain insight into the role of storytelling in shaping dramatic works and the influence of physical comedy on humor in performance. • Disciplinary Knowledge: Students will apply their understanding of these historical and cultural styles to their own performances, experimenting with storytelling techniques, physical comedy, and period-specific acting methods. They will analyze the impact of these traditions on modern drama and adapt them creatively in their work.			
Unit(s) (Tablet in 39week plan)	Foundations of Performance	Tales of Terror: Creating Suspense on Stage	Origins of Theatre
Substantive (key knowledge) required for Y11 What...	Students will be introduced to the fundamental concepts and terminology of drama, such as plot, character, conflict, and theme. They will understand the basic structure of a play (beginning, middle, and end) and the role of different elements like dialogue, stage directions, and performance conventions in creating a complete dramatic experience.	Students will learn the foundational elements of storytelling, such as plot, character, setting, conflict, and resolution. They will explore various storytelling structures (linear, non-linear, circular) and how these elements create engagement and meaning in drama.	Students will learn the origins and key characteristics of Greek theatre, including the role of the chorus, the use of masks, and the exploration of themes such as fate, justice, and the gods. They will understand how Greek theatre contributed to the development of modern theatre.
Disciplinary (key skills) required for Y11 How...	Students will learn how to apply drama techniques such as role-play, improvisation, still image, and physical theatre in both performance and	Students will develop the ability to apply storytelling techniques to their own work. They will practice creating and structuring narratives using dialogue, physical	Students will explore Greek performance techniques, such as using large gestures, stylized movement, and vocal projection. They will apply these techniques in

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	analysis. They will explore how to use body language, voice, and facial expressions to create characters and communicate ideas. Students will practice interpreting and performing dramatic scenes, experimenting with different approaches to storytelling, and refining their creative skills through group work.	movement, and staging, and reflect on how to effectively convey emotions and ideas through story.	performance, understanding how to create dramatic tension and convey complex themes through minimalistic staging.
Curriculum sequence Why...	This unit is placed at the beginning to provide them with the building blocks to create drama performances. They will use these skills throughout the performing arts curriculum.	This unit is placed next in the curriculum as being able to create and present a storyline that is clear and engaging is fundamental to most of the future units as well as their practical exam pieces.	This unit is placed next in the curriculum to encourage the audience to engage with more emotional material and subject matter in contrast to the 'horror' in the previous unit. Becoming aware of staging will promote their consideration of the audience which they will need to develop through the curriculum. This will also support the English KS3 curriculum who are studying Greek myths and legends at this time.
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Still image Thought-tracking Cross-cutting Physical theatre Narration Role-play Dialogue	Plot/ Narrative Atmosphere Stage positioning (stage left/ right) Multi-role Tension & suspense Climax & Anti-climax	Proscenium arch, traverse, thrust, apron stage Messenger Fate V Freewill Moment of realisation Greek chorus
Opportunities for Reading	Little red riding hood interpretations	How to develop a narrative document	Oedipus Medea
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens –	Introduces the students to the language of drama and provides them with the skills to interpret their ideas through a variety of means. Students	Offers students a rich experience of storytelling through language & performance. Also exploring the language of theatre through verbal and non-verbal communication.	Students enhance their knowledge and understanding of theatre and it's origins; the staging, the techniques used, the plays, the relevance to today's society.

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appreciation of human creativity and achievement.)	become critical thinkers and broaden their creative experiences.		
Strategies to engage and maximise achievement of PP learners	• Raising pupil aspirations using engagement/aspirational language • Developing social and emotional competencies • Co-operative learning (structured group work) • Opportunities for visual, aural and kinaesthetic learning • Key terminology/ Aspirational quotes on display • Enrichment opportunities; school production, theatre trips & other performance opportunities		
Cross Curricular Links (Authentic Connections with other curriculum)	Life skills: Y7 HT1 – self-esteem, HT6 – equality; Y8 HT1&2 – teamwork & relationships	English explores narrative structures through text work	English look at Greek theatre in T2
Key Assessments	Students have engaged with a range of stimuli to develop critical and creative skills; adopting many roles, taking part in improvisation & script work, using various drama forms & strategies effectively to explore and present ideas. At the end of each unit students will be assessed on their ability to use the skills and performance strategies explored in each SOW in a performance environment.		

Year 7	HT 4	HT 5	HT 6
Unit(s) (Tablet in 39week plan)	Stage and Society: Drama in the Elizabethan Era	Laughing in Motion: The Art of Physical Comedy	Panto Power: Exaggeration, Comedy, and Audience Connection
Substantive (key knowledge) required for Y11 What...	Students will learn about the key features of Elizabethan theatre, such as the works of Shakespeare, the role of the Globe Theatre, and the use of language, stage conventions, and audiences in the time period. They will understand how Elizabethan plays dealt with themes like power, love, and social order.	Students will understand the principles of physical comedy, including slapstick, timing, and exaggerated physical actions that create humour. They will explore its historical roots in vaudeville, commedia dell'arte, and silent film.	Students will learn about the traditional British pantomime, a form of theatre that combines slapstick comedy, exaggerated performances, audience interaction, and fairy tale plots. Key elements like the "Principal Boy," "Dame," and "Villain" will be explored, alongside the humorous conventions and physicality that define the genre.

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Disciplinary (key skills) required for Y11 How...	Students will explore the performance style of Elizabethan theatre, focusing on the use of language, soliloquies, and the physicality required in performing period pieces. They will practice delivering Shakespearean lines, using appropriate diction and rhythm, and engaging with the audience in the style of the time.	Students will develop the ability to perform physical comedy by practicing precise timing, facial expressions, and body language to create humour. They will explore how to integrate physical comedy into various performance contexts, focusing on the importance of rhythm, exaggeration, and surprise.	Students will engage in physical comedy exercises, developing skills in exaggerated movement, facial expressions, and timing. They will explore how to use audience interaction, playing with gender roles (e.g., the Dame), and create comedic scenes that are in line with pantomime traditions.
Curriculum sequence Why...	This unit is placed at this point in the curriculum for students to consolidate their understanding of tragedy and comedy performances as well as performance skills as a whole; physical, vocal and relationship with the audience. The application of these performance skills will carry them through the whole curriculum.	This unit is placed at this point in the curriculum as they have touched upon elements of Tragedy in Greek theatre and Comedy is a challenging genre that they need to navigate in the next unit as well as throughout this curriculum.	This unit is placed at this point in the curriculum as they have been building on their physical comedy skills in the previous unit and now are incorporating dialogue and verbal skills.
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Supernatural Comedy V Tragedy conventions Context of Elizabethan theatre Iambic pentameter Foreshadowing Contemporary audience	Slapstick Commedia dell'arte Stock / Exaggerated characterisation Melodrama Aside	Front acting Audience participation Pantomime dame, principal boy, Ensemble Troupes
Opportunities for Reading	Hamlet Romeo & Juliet Macbeth A Midsummer Night's Dream	The Deeds of Mr Dastardly	Various pantomime scripts
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Exposes students to the Elizabethan theatre context, including attitudes towards the supernatural & females on stage. Opportunities to explore conventions of tragedy & comedy via text & improvisation.	Provides the students with experience of physical comedy from the early twentieth century to today. Students engage with verbal and non-verbal techniques that break down other language barriers.	Students are given a rich experience of storytelling by exploring the conventions of pantomime. Gaining an understanding of the genre through rehearsal and performance, developing their performance skills & creativity.

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Strategies to engage and maximise achievement of PP leaners	Raising pupil aspirations using engagement/aspirational language Developing social and emotional competencies Co-operative learning (structured group work) Opportunities for visual, aural and kinaesthetic learning Key terminology/ Aspirational quotes on display Enrichment opportunities; school production, theatre trips & other performance opportunities		
Cross Curricular Links (Authentic Connections with other curriculum)	Life skills: Y8 HT6 Global citizens	Life skills: Y7 HT1 – self-esteem, HT6 – equality; Y8 HT1&2 – teamwork & relationships	English: T3 Romeo & Juliet
Key Assessments	Students have engaged with a range of stimuli to develop critical and creative skills; adopting many roles, taking part in improvisation & script work, using various drama forms & strategies effectively to explore and present ideas. At the end of each unit students will be assessed on their ability to use the skills and performance strategies explored in each SOW in a performance environment.		