

Year Group: 7	Subject: Performing Arts	Term: Spring 2020
		Assessment
Dance: Secret agents (Feb-Easter)	<p><i>End Point: To be able to perform a dance as part of a group, showing an awareness of timing and sense of style. To understand how to choreograph a transition and build a dance structure.</i></p> <ul style="list-style-type: none"> • Students will explore the characteristic movements of secret agents. They will compare the characterisation between different types of secret agents exploring the use of dynamics and posture. • Students will learn key vocabulary such as unison, canon, motif development and transitions. • Students will learn set choreography from the Men in Black music video to perform • Students will choreograph and develop their own motifs based on secret agent action movie scenarios. They will work as part of a group. • Students will choreograph transitions to link up the choreography, building a structure to the dance. 	<p>Students will be assessed through the end of unit performance. They will be assessed on the accuracy of the taught choreography as well as their use of transitions to link the sections of dance together. They will then write a self-assessment of their performance.</p>
Drama: Shakespeare (Jan-Feb)	<p><i>End Point: To understand the development of Shakespeare's theatre and how it influenced modern theatre. To use the language in performance. To explore a variety of Shakespeare's canon as part of their literary heritage.</i></p> <ul style="list-style-type: none"> ▪ Students will explore scenes from The Tempest, Romeo and Juliet, Macbeth, A Midsummer Night's Dream and Hamlet to look at different genres and styles of Shakespeare's work. ▪ Students will examine the language and look at the delivery of verse using iambic pentameter. ▪ Students will learn key vocabulary such as soliloquy, prologue, physical theatre, audience, voice ▪ Students will develop an understanding of how to use vocal skills such as pitch, pace, pause, tone, intonation. 	<p>Students will be assessed through performing the opening scene from Hamlet. They will be assessed on communication, character, mood and atmosphere. They will then write a self-assessment of their performance.</p>
Music: Ukulele (Jan – Feb)	<p><i>End Point: To be able to play a piece of music on the ukulele in the given style, with accurate pitch, rhythm and timing</i></p> <ul style="list-style-type: none"> • Know and identify the parts of a ukulele • Understand how to read and interpret chord boxes and TAB notation • Know the stylistic features of traditional Hawaiian music • Play chords and melody on the ukulele as part of a duet 	<p>At the end of the Ukulele unit, students will perform a piece For both Music topics, students will complete an end-of-topic knowledge quiz.</p>
Music: Film Music (Feb – Easter)	<p><i>End Point: To understand how music is used in films and be able to describe and use film music techniques</i></p> <ul style="list-style-type: none"> • Recognise each of the musical elements in film music and understand how appropriate atmosphere is created • Know the types of sound in film music and describe how they are used, including how techniques such as leitmotif and Mickey Mousing are used in film and TV • Create storyboards and design soundtracks for creating different types of film music atmosphere 	