

| Year Group: 7   | Subject: Performing Arts  | Term: Autumn 2021  |
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|   |   | <b>Assessment</b>  |
| <b>Dance:<br/>Cartoons</b>                                  | <p><i>End Point:</i> Can identify and perform the basic dance actions</p> <ul style="list-style-type: none"> <li>• Students will learn a choreographed dance and perform it showing accuracy of timing, spacing and placement</li> <li>• Students will learn about the basic dance actions and the correct use of terminology</li> <li>• Students will learn about what a motif is and how to use basic choreographic devices to develop a motif</li> <li>• Students will develop their sense of expression with their movement to emulate a cartoon character</li> </ul>                 | Students will perform their own version of a silent movie and then evaluate their skills.  |
| <b>Drama:</b>   | <ul style="list-style-type: none"> <li>• <i>End Point:</i> Students will understand the key performance skills of the Silent Movie style</li> <li>• Students will explore and experiment with the techniques used in silent movies such as cliffhanger or slowburn</li> <li>• Students will engage with the physical skills of silent movies such as facial expression, gesture</li> <li>• Students will explore the history and development of silent movies on screen</li> </ul>  |  |
| <b>Music:<br/>Elements of Music<br/>(September-October)</b> | <p><i>End Point:</i> Understand the elements of music and be able to use them creatively</p> <ul style="list-style-type: none"> <li>• Students will use their voices and percussion instruments to explore the musical elements, including rhythm, pitch, dynamics and tempo</li> <li>• Students will learn about the timbres of instruments of the orchestra</li> <li>• Students will begin to develop understanding of pitch and rhythm notation</li> <li>• Students will work collaboratively to produce performances that showcase their knowledge of the musical elements</li> </ul> | Formative assessment will focus on the practical element and the students' contribution to whole class and group tasks. In group work situations, emphasis is placed on peer-to-peer feedback as well as teacher guidance. Students evaluate their own performance both as an individual and as part of a group or pair. |
| <b>Music:<br/>Keyboards<br/>(November-December)</b>         | <p><i>End Point:</i> Be able to perform on keyboard with accuracy in time with a partner</p> <ul style="list-style-type: none"> <li>• Students will develop their ability to read and interpret notation</li> <li>• Students will learn to play progressively challenging melodies on the keyboard</li> <li>• Students will learn how chords work and how to play a simple chord sequence</li> <li>• In pairs, students will perform a melody and chord sequence as a duet</li> </ul>   |  |