

Curriculum Sequencing - Year 7



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| Year 7 Autumn Term | | |
| <p>Topics covered:</p> <p>Theme 1:</p> <p>'A Day in the Life</p> | <p>How it links to what you have studied before:</p> <p>Students will build on generic knowledge of drama and dance from KS2, and be introduced to new activities, developing more performing arts specific knowledge and skills</p> | <p>How it links to what you will study:</p> <p>Build upon the 3 pillars experiences in KS2:</p> <p>Motor competence</p> <p>Roles and Responsibilities</p> <p>Healthy participation</p> <p>Introduction to PA at WHS</p> |
| <p>Skills (students learn how to)</p> <p>perform basic safe and successful movements in performing arts (motor competence)</p> <p>perform basic roles and responsibilities in performing arts (rules, strategies & tactics)</p> <p>perform point 1 and point 2 in rehearsal and performance.</p> | <p>Knowledge (students learn)</p> <p>what basic safe and successful movement looks like in performing arts (motor competence)</p> <p>What are the roles and responsibilities of a performer?</p> <p>When and why to apply point 1 and point 2 in rehearsal and performance. .</p> | <p>Healthy participation</p> <p>Knowledge (students learn)</p> <p>Social: My personal best</p> <p>Mental: Resilience</p> <p>PhysiCal: Healthy habits</p> |
| <p>Assessment focus</p> <p>Formative assessments (teacher)</p> <p>Bronze, silver, gold and platinum challenges set linked to GTGs</p> <p>Self-reflection (student)</p> <p>Students complete 'I can...' statements on google classroom</p> <p>Summative assessments</p> <p>Formative and self-reflection assessments used to inform the final outcome.</p> | | |
| <p>Key words: Refer to SOW</p> | <p>Extra-Curricular opportunities</p> <p>Clubs/ rehearsals</p> <p>Competitions/ performances</p> | |

Why we study it: All students will develop motor competence, rules, strategies and tactics and know how to lead a healthy, active lifestyle. Understand the roles and responsibilities of a performer.

Mastery in this subject:

Know: what... Show: how to perform...

basic safe and successful movement (looks like)

basic roles and responsibilities of a performer

Grow: Know when and why certain movements are effective and when skills can be transferred. Know when and why we take on different roles and responsibilities in performing arts to help contribute to an effective performance.

Healthy participation: to know and show healthy habits in PA, be resilient and work to their personal best.

| Year 7 Spring Term | | |
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| <p>Topics covered:</p> <p>Theme 2: 'Disney'</p> | <p>How it links to what you have studied before:</p> <p>Students will build on generic knowledge of drama and dance from KS2, and be introduced to new activities, developing more performing arts specific knowledge and skills</p> | <p>How it links to what you will study:</p> <p>Build upon the 3 pillars experiences in KS2:</p> <p>Motor competence</p> <p>Roles and Responsibilities</p> <p>Healthy participation</p> <p>Introduction to PE at WHS</p> |
| <p>Skills (students learn how to)</p> <p>perform basic safe and successful movements in performing arts (motor competence)</p> <p>perform basic roles and responsibilities (rules, strategies & tactics)</p> <p>perform point 1 and point 2 in rehearsal and performance</p> | <p>Knowledge (students learn)</p> <p>what basic safe and successful movement looks like in performing arts</p> <p>what are the roles and responsibilities of a performer</p> <p>When and why to apply point 1 and point 2 in rehearsal and performance .</p> | <p>Healthy participation</p> <p>Knowledge (students learn)</p> <p>Social: My personal best</p> <p>Mental: Resilience</p> |

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| | | Physical: Healthy habits |
| <p>Assessment focus</p> <p>Formative assessments (teacher)</p> <p>Bronze, silver, gold and platinum challenges set linked to GTGs</p> <p>Self-reflection (student)</p> <p>Students complete 'I can...' statements on google classroom</p> <p>Summative assessments</p> <p>Formative and self-reflection assessments used to inform the final outcome.</p> | | |
| Key words: Refer to SOW | <p>Extra-Curricular opportunities</p> <p>Clubs/ rehearsals</p> <p>Competitions/ performances</p> | |
| <p>Why we study it: All students will develop motor competence, rules, strategies and tactics and know how to lead a healthy, active lifestyle.</p> | | |
| <p>Mastery in this subject:</p> <p>Know: what... Show: how to perform...</p> <p>basic safe and successful movement (looks like)</p> <p>basic roles and responsibilities of a performer</p> <p>Grow: Know when and why certain movements are effective and when skills can be transferred. Know when and why we take on different roles and responsibilities in performing arts to help contribute to an effective performance.</p> | | |

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| <p>Topics covered:</p> <p>Theme 2:</p> <p>‘Disney’</p> | <p>How it links to what you have studied before:</p> <p>Students will build on generic knowledge of drama and dance from KS2, and be introduced to new activities, developing more performing arts specific knowledge and skills</p> | <p>How it links to what you will study:</p> <p>Build upon the 3 pillars experiences in KS2:</p> <p>Motor competence</p> <p>Roles and Responsibilities</p> <p>Healthy participation</p> <p>Introduction to PE at WHS</p> |
| <p>Healthy participation: to know and show healthy habits in PA, be resilient and work to their personal best.</p> | | |

| Year 7 Summer Term | | |
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| <p>Topics covered:</p> <p>Theme 3:</p> <p>‘Treasure Island’</p> | <p>How it links to what you have studied before:</p> <p>Students will build on generic knowledge of drama and dance from KS2, and be introduced to new activities, developing more performing arts specific knowledge and skills</p> | <p>How it links to what you will study:</p> <p>Build upon the 3 pillars experiences in KS2:</p> <p>Motor competence</p> <p>Roles and responsibilities</p> <p>Healthy participation</p> <p>Introduction to PA at WHS</p> |

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| <p>Skills (students learn how to)</p> <p>perform basic safe and successful movements in performing arts (motor competence)</p> <p>perform basic roles and responsibilities (rules, strategies & tactics)</p> <p>perform point 1 and point 2 in isolation and small sided games in rehearsal and performance</p> | <p>Knowledge (students learn)</p> <p>what basic safe and successful movement looks like performing arts (motor competence)</p> <p>what are the roles and responsibilities of a performer?</p> <p>When and why to apply point 1 and point 2 in a variety of rehearsal and performance</p> | <p>Healthy participation</p> <p>Knowledge (students learn)</p> <p>Social: My personal best</p> <p>Mental: Resilience</p> <p>Physical: Healthy habits</p> |
| <p>Assessment focus</p> <p>Formative assessments (teacher)</p> <p>Bronze, silver, gold and platinum challenges set linked to GTGs</p> <p>Self-reflection (student)</p> <p>Students complete 'I can...' statements on google classroom</p> <p>Summative assessments</p> <p>Formative and self-reflection assessments used to inform the final outcome.</p> | | |
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| <p>Why we study it: All students will develop motor competence, rules, strategies and tactics and know how to lead a healthy, active lifestyle. To understand the roles and responsibilities of a performer.</p> | | |
| <p>Mastery in this subject:</p> <p>Know: what... Show: how to perform...</p> <p>basic safe and successful movement (looks like)</p> <p>basic roles and responsibilities .</p> <p>Grow: Know when and why certain movements are effective and when skills can be transferred. Know when and why we take on different roles and responsibilities in performing arts to help contribute to an effective performance.</p> <p>Healthy participation: to know and show healthy habits in PA, be resilient and work to their personal best.</p> | | |



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