



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Dance Around the world	<p>To understand the key elements of dance</p> <p>Explore and perform different dance styles from around the world</p> <p>Develop understanding of how to approach choreography</p>	<p>Action</p> <p>Space</p> <p>Dynamics</p> <p>Relationships</p> <p>Choreography</p> <p>Gumboot dance</p> <p>Bollywood dance</p> <p>Street Dance</p> <p>TIER 2 WORDS:</p> <p>Describe</p> <p>Understand</p> <p>Comment</p>	<p>5 actions of dance</p> <p>Learning of set phrases</p> <p>Use of formations, mirror image, canon and unison.</p> <p>Use of key dance movements in choreography</p> <p>Performance skills</p> <p>Rehearse</p> <p>Assessment</p>	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p>AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.</p> <p>Maths– timing and formation</p> <p>Geography– exploring different locations</p> <p>Literacy– key words</p> <p>PSHE– respecting of and learning about other cultures</p> <p>Core skills -Group work, creative thinking, communication , confidence building, time management.</p>	<p>N/A</p>



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<p>Drama</p> <p>Character Skills—</p> <p>Hairdressers</p>	<p>To understand character skills in Drama.</p> <p>To understand the dramatic techniques of mime, freeze frame and thought track, role on the wall and hot seating</p>	<p>Voice</p> <p>Facial Expressions</p> <p>Body Language</p> <p>Mime</p> <p>Freeze frame</p> <p>Thought track</p> <p>Hot Seating</p> <p>Role on the Wall</p> <p>Tier 2 Words:</p> <p>Explain</p> <p>Create</p> <p>Suggest</p>	<p>Mime—character skills of facial expressions and body language</p> <p>Hairdresser scene—mime</p> <p>Character skills—use of voice, add in dialogue to hairdresser scene.</p> <p>Techniques—freeze frame and thought track. Add to scene.</p> <p>Character development– Role on the Wall, Hot seating.</p> <p>Rehearse</p> <p>Assessment</p>	<p>AO1 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2 Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3 Demonstrate knowledge and understanding of how drama dance and theatre is developed and performed.</p> <p>AO4 Analyse and evaluate their own work and the work of others.</p> <p>Literacy—key vocabulary</p> <p>Core skills—Group work, creative thinking, communication , confidence building, time management.</p>	<p>N/A</p>



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Stories	<p>To be able to use a stimulus to create a piece of theatre.</p> <p>To use of a range of performance disciplines.</p>	<p>Narration</p> <p>Plot</p> <p>Characterisation</p> <p>Soundscape</p> <p>Physical Theatre</p> <p>Tier 2 Words:</p> <p>Develop</p> <p>Demonstrate</p> <p>Analyse</p> <p>Evaluate</p>	<p>Red Riding Hood– Characterisation skills</p> <p>Goldilocks and the Three bears– Physical Theatre</p> <p>Romeo and Juliet –Narrative Dance</p> <p>Alice in Wonderland– Dance Repertoire</p> <p>Once Upon a Time– creative task</p> <p>Rehearsal</p> <p>Assessment</p>	<p>AO1 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2 Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3 Demonstrate knowledge and understanding of how drama dance and theatre is developed and performed.</p> <p>AO4 Analyse and evaluate their own work and the work of others.</p> <p>Literacy—key vocabulary</p> <p>Core skills—Group work, creative thinking, communication , confidence building, time management.</p>	<p>To bring costume and props for performance.</p>