



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>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>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>	



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Drama Character Skills— Hairdressers	<p>To understand character skills in Drama.</p> <p>To understand the dramatic techniques of mime, freeze frame and thought track.</p>	<p>Voice</p> <p>Facial Expressions</p> <p>Body Language</p> <p>Mime</p> <p>Freeze frame</p> <p>Thought track</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>Rehearse</p> <p>Performance</p>	<p>Literacy—key vocabulary</p> <p>Core skills—Group work, creative thinking, communication , confidence building, time management.</p>	
Drama Simon’s Story— Bullying	<p>To be able to use a stimulus to create a piece of drama.</p> <p>To understand the dramatic techniques of hot seating, role on the wall, soundscape and thought tunnel</p>	<p>Narration</p> <p>Plot</p> <p>Characterisation</p> <p>Role on the Wall</p> <p>Hot Seating</p> <p>Soundscape</p> <p>Thought tunnel</p>	<p>Simons story—stimulus</p> <p>Thought tunnel and Soundscape</p> <p>Role on the wall and hot seating</p> <p>Poem—using a stimulus to create assessed performance.</p> <p>Rehearsal</p> <p>Assessment—Performance</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 and theatre is developed and performed.</p> <p>AO4 Analyse and evaluate their own work and the work of others.</p>	<p>To bring costume and props for performance.</p>