



Pathway 2-3

Year '7' Art & Drama

Term '1,2 or 3 - Carousel'

Learning Intention: Tell me a wild story

The purpose of this SoW is to develop a passion for stories and develop confidence in reading visual images, exploring creative processes, use of imagination and excitement for making and interacting with each other. Pupils cover a broad range of introductory Art and Drama skills and develop knowledge of basic art and drama terminology. They develop their creativity and imagination by reading, selecting their own ideas from stories, researching and exploring characters in stories and developing skills needed for: Drawing, Painting, Model Making, Story telling, Roleplay and Drama Games. The project encourages pupils to develop their own interest in characters and story telling is facilitated through analysing, describing, interpreting and sharing key aspects of characters. Pupils are introduced to a range of options from S.J. Perelman, Julia Donaldson, J.K. Rowling and Roald Dahl. Pupils are encouraged to work together, discuss, play and develop a love of learning, peer respect and communication.

Key knowledge that should be learned during this SoW	All	Most	Some
Concept:	<p>An introduction to:</p> <ul style="list-style-type: none">• Develop passion for stories, reading and listening to stories• Develop a range of 2D and 3D Material skills• Start to interact with peers and develop basic communication skills	<p>Improving the ability to:</p> <ul style="list-style-type: none">• Develop passion for stories, begin to tell and recount stories or experiences• Improve confidence in appropriate use and application of 2D and 3D Materials• Interact with others in group and pair settings using question and response	<p>Exploring the ability to:</p> <ul style="list-style-type: none">• Develop passion for stories, begin to tell and recount stories or experience with confidence• Explore and refine application of 2D and 3D Materials Interact, with others in group and pair settings understanding when to lead conversations and when to

			listen
Knowledge:	<p>Develop understanding of aspects the following Knowledge:</p> <ul style="list-style-type: none"> • Develop knowledge of stories and how characters develop, • Be able to name a story and read some text independently. • Develop knowledge of characters and parts from a story. • Recognise characters, spot backgrounds and name some body parts 	<p>Develop a competent understanding of a range of the following Knowledge:</p> <ul style="list-style-type: none"> • Improve knowledge of stories and how characters develop • Be able to select stories to read, read to others mostly independently. • Improve knowledge of characters and parts from a story. • Develop a clear understanding of the shapes of body parts, describe characters with some descriptive words. 	<p>Develop a confident understanding of a range of the following Knowledge:</p> <ul style="list-style-type: none"> • Explore knowledge of stories and how characters develop • Be able to select appropriate stories to read and read to others independently. • Explore knowledge of characters, Authors and parts from a story. • Be able to describe characters with a range of descriptive words.

<p>Key Skills:</p>	<p>Develop ability to interact with or use a range of the following skills with support:</p> <ul style="list-style-type: none"> • Develop drawing and painting skills of characters and backgrounds • Start to develop recognisable shapes: e.g. arms legs, head, body • Develop imagination skills in Painting and 3D making • Starting to experiment with a range of materials • Develop creative interpretation and group working skills Starting to interact with others 	<p>Develop a competent ability to use a range of the following skills with some support:</p> <ul style="list-style-type: none"> • Improve drawing and painting skills of characters and backgrounds • Develop recognisable shapes: E.g. arms legs, head, body, mouth, Teeth, Fur, horns, • Improve imagination skills in Painting and 3D making • Gaining confidence experimenting with a range of materials • Improve creative interpretation and group working skills Interacting with familiar peers 	<p>Develop a confident ability to use a range of the following skills independently:</p> <ul style="list-style-type: none"> • Explore drawing and painting skills of characters and backgrounds • Explore recognisable shapes and detail in features:e.g. Eyelids, brows, fur texture, variations in colour. etc... • Explore imagination skills in Painting and 3D making • Exploring independently a range of materials • Improve creative interpretation and group working skills Interacting with familiar and less familiar peers
<p>Language and/or communication skills:</p>	<p>To start to use subject related language with some accuracy:</p> <p>Drama :Character, mime,</p> <p>Art: Pencil Pen</p> <p>Describe what they see-describe a character or food</p> <p>Develop ability to identify body parts using keywords- Arms, Legs, Head</p>	<p>To use subject related language with increased regularity and accuracy:</p> <p>Drama:Backdrop, Act,</p> <p>Art: Watercolour Landscape, Background</p> <p>Describe likes and dislikes of characters or food</p> <p>Develop ability to describe body parts</p>	<p>To explore subject related language with confidence and fluency:</p> <p>Drama: Roald Dahl, J.K. Rowling, Perform present</p> <p>Art:</p> <p>To be able to describe their opinion of a character or food e.g. Delicious Disgusting</p>

	Feet, Hair	and some Features- Arms, Legs, Head, Feet, Hair, eyes, nose, mouth.	Unusual Features- Jaw, Tusks, Fur
Curricular Links	<p>Links to Science and the human body</p> <p>SMSC/PSHCE- personal and social development linked to story telling and sharing of ideas with others. Consideration of morals of stories and what we learn from them. Developing social skills through group work and Drama games.</p> <p>Cross Curricular links to English: Developing interest in stories characters and reading</p> <p>Links to cultural art in year 10</p> <p>Spiral Learning:</p> <p>linking to Year 8 Art and Drama -SoW 'Puppets, props and stunts' Developing knowledge of characters how they move or act</p> <p>Year 9 Art and Drama SoW 'Exploring roles-Victims Villains and Heroes' Developing knowledge of characters, their roles and plots and script writing.</p> <p>All core Art and Drama skills revisited and built upon in Key Stage 3, 4 and 5.</p>		

Talking points

Wider discussion should be encouraged through reading at home and discussing characters and different settings on TV, in the community and analysing how and why people react and behave the way they do.

Pupils should be encouraged to describe what they see and ask and answer questions on the differences and similarities between characters, people and animals they see in their everyday lives.

Useful Links

J.K. Rowling Website: <https://stories.jkrowling.com/>

Roald Dahl Website: <https://www.roalddahl.com/>

Implementation

Pupils are introduced to a range of art styles, illustrators, writers and traditional Drama props games and concepts

- A range of story books and fairytale stories
- Landscape Painting
- Set/Backdrop design
- The basic parts of a stage
- Authors-J.K Rowling and Roald Dahl

Learning Through Experimentation:

- Pupils develop social skills through group and pair interactive games
- Pupils develop understanding of basics of using imagination in storytelling , creative making and have opportunities for roleplay
- Vocabulary improvement and Healthy eating/enjoyment of food encouraged through food related story interpretation
- Pupils are supported through differentiated outcome expectations gently guiding them to become more confident in expressing themselves and trying new activities.

Scaffolded worksheets and differentiated extension work is provided when needed

Assessment: Assessment forms part of the ongoing: teach, review, marking and planning cycle.

They are assessed on their ability to set their own target and implement improvements and a making and presenting challenge

Impact

Core Outcomes: 6 main outcomes:

1. Develop communication skills working on group activities
 2. Develop knowledge of Stage set design and character types
 3. Explore painting skills making an imaginary landscape Painting for a stage backdrop
 4. Self Assessment: Review of a main piece of work setting own targets if able to
 5. Develop Photography skills and Miming/acting skills (Trying on costumes)
 6. Improve independence and Group work by designing and roleplaying ideas related to food in stories
6. Group work Assessment: Make delicious or disgusting food -Acting challenge and making +presenting challenge

Wider Impact:

- Pupils will develop their ability to relate to each other through the sharing of stories and shared interest in understanding new characters.
- They will develop their ability to share experiences, observations both physically through acting, making and miming and through analysis and storytelling or observations made.
- Career Links-The unit supports pupil's ability to work together helping prepare them for the working world.

- Life Skills-Developing team building skills they need to interact with others and understand how to read and respond to different characters.