

Performing Arts Year 8 Curriculum



ASPIRE – ENDEAVOUR - SUCCEED

Rationale

Our vision is to enable children from all backgrounds to have the opportunity to learn practical skills whether that to be through PE, Drama, Dance and Music and to have the opportunity to progress to the next level of excellence.

Within the faculty it is our intention to engage and inspire pupils to develop their talent, and so increase their self-confidence, creativity and sense of achievement.

The faculty feels that it is important for students to experience a variety of opportunities, both in and outside the classroom.

Threshold concepts

- *(the understanding that underpins the learning of new content within this subject and year)*

Our intent is to nurture an enjoyment and understanding of Drama and Dance through practical experience and to develop both subject specific and transferrable skills that empower students. We focus on encouraging teamwork, creativity, reflection communication and self-awareness. We aim to engage students and build confidence in a safe and inclusive environment.

Drama should inspire students to develop inquisitive minds and teach them how to explore life through Art. It should develop their understanding of the function of Drama in civilisation and equip them for life with the necessary skills to become reflective, responsible adults with the ability to make a positive contribution to society.

Through Dance students are taught both how to appreciate and analyse professional Dance works and how to critique their own and others' performances and compositions to enable a continuous process of self-development. Students' self-confidence and empathy is refined through regular opportunities to choreograph their own compositions and perform to their peers.

We believe that students should be given the opportunity to participate in a wide variety of Drama/Dance activities both in and outside the classroom. Taking part in a production is a valuable and rewarding experience and gives students a sense of achievement. The camaraderie, mutual support and inclusiveness that comes from being in a theatrical team, whether on stage or backstage is positive and builds confidence.

Subject knowledge

- *(the specific knowledge that you expect students to learn throughout the year)*

Dance Swan Song

- Learn about the style of contemporary.
- Learn key information about the actions within Swansong.
- Create choreography that communicates a meaning or message.
- Add actions to still images to begin to create choreography.
- Learn to count in counts of eight to add choreography.
- Add choreography in Unison
- Continue to choreograph your own choreography based on Swansong.
- Consider how you can use the space when performing choreography
- Continue to choreograph your own choreography based on Swansong.
- Consider how to add dynamics to your routine.

- Complete DIRT on our choreography. Having received feedback from last week and work towards targets to improve
- Understand why we do formal assessments and understand how this grade is used
- Write an evaluation for your choreography on superheroes.

Drama – Blood Brothers Exploring a scripted play

- Introduced to the play Blood Brothers.
- Discuss the plot of the play and you will learn some key themes.
- Understand what a prologue is and use it as a stimulus to create drama.
- Learn more about the characters of Mrs. Johnstone and Mrs. Lyons.
- Perform an extract of the play as Mrs Johnstone or Mrs Lyons.
- Consider the acting skills we can use to show the differences in character.
- Introduced to the assessment criteria for drama.
- Perform your extract.
- Complete a self-assessment of your work.
- Introduced to the characters of Mickey and Eddie.
- Consider appropriate acting skills to use in performance.
- Perform as the role of Mickey or Eddie.
- Complete a mid-point assessment.
- Consider feedback from previous lessons.
- Set targets for improvement.
- Use appropriate acting skills when performing for assessment.
- Write an evaluation of your drama work.

Dance – Contemporary Exploring a style

- Introduced to the key features of contemporary dance.
- Perform excersies focusing on your core and will understand why this technique is used in contemporary dance.
- Know what articulation of the spine is and how it is used in contemporary dance.
- Consider how the feet are used in contemporary dance.
- Understand the words parallel, pointe and flex.
- Perform actions showing how the feet can be used in these three ways.
- Learn the final part of the motif focussing on tipping in and out of movements.
- Rehearse your completed motif for a mid-point assessment receiving feedback.
- Complete DIRT on your choreography. Receiving feedback from previous lesson and work towards targets to improve.
- Take part in a formal assessment. Understanding why we do formal assessments and understand how this grade is used.
- Write an evaluation for your motif development.

Theory – Oliver! Writing about Performing Arts CRITICAL APPRECIATION OF PERFORMING ARTS

- Introduced to the key principles of Musical Theatre
- Consider how musicals can be used to show a theme or issue.
- Introduced to the professional work of Oliver!
- Learn about costume in Oliver!
- Discuss what the costume tells us about a character.
- Understand how costume links to theme and audience intention.
- Learn about characterisation.
- Consider what an actor changes about themselves to become a character.
- Think about the how acting skills create different types of characters.

- Discuss what acting skills are used to show a difference in class, education and wealth.
- Look at the music and dance within Oliver! And consider how this is used to communicate audience intention.
- Consider our own thoughts and opinions of Oliver!
- Understand how to critically appreciate a piece of professional work.

Drama – Theatre in Education Exploring a style and creating a project

- Understand how theatre can be used to communicate and educate.
- Consider how theatre can be targeted to specific groups.
- Use still images to explore creating theatre to a target audience.
- Identify the decisions that are made when creating theatre for a younger or older audience.
- Identify potential traps or pitfalls when creating theatre for people who are older/younger than you.
- Explore a range of stimulus to create a TIE piece.
- Use improvisation skills create storyboards for different scenarios.
- Explore and examine the different theatrical possibilities of different scenarios.
- Decide upon a scenario to take forward into the development stage.
- Use our chosen stimulus to create key characters in our performance. Use the technique of back story.
- Use questioning to create the key characters in the performance
- Use questioning to develop the characters back story.
- Sum up that back story into a sentence that personifies that character.
- Create a performance with still image and narration that can be used as a starting point for the story.
- Understand the term narrative and will create the narrative for our own TIE pieces.
- Create details about the narrative from the answers given during the questioning activity in the last session
- To link each of the major scenes up into a through line of action.
- To establish the five key elements of every scene, Act, Setting, Agents, Purpose and Agency.
- Start to work on our practical performance work. By exploring how we use body language and gesture to create a sense of location.
- Understand the technique of Hot Seating and how this is used in performance.
- Understand the technique marking the moment and consider how this can be used in performance.
- Understand the term Forum Theatre and consider how this could be applied to our practical work.
- Perform your work to an audience, gaining some audience feedback to establish the success of your project.
- Write an evaluation of your TIE performance using audience feedback in your work.

Sequence of learning

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Swansong Exploring repertoire DANCE</p> <p>Students are introduced to a Level 2 professional work. Here they are taught a motif based on the professional work. They then develop their work by adding actions (appropriate to theme), dynamics (to help communicate the story) space (using a prop-chair) relationships (working as a trio around the theme of oppression and human rights).</p>	<p>Blood Brothers Exploring a scripted play DRAMA</p> <p>Students are introduced to a level 2 play. They study the theme of social class. Here students learn about characters and style. They act in the style of epic theatre and are taught- facial expression, vocal expression, movement based on style.</p>	<p>Dance Contemporary Exploring a style DANCE</p> <p>Students are taught a contemporary Level 2 routine. They are expected to learn the routine and copy the teacher over the course of three lessons. Actions should be as the teacher shows. Some aspects of the routine will be level 3 and differentiated by student. Students learn key dance style terminology such as arabesque, pile, flow, split. Students then add on their own actions in relation to the style.</p>	<p>Oliver! Theory Writing about Performing Arts CRITICAL APPRECIATION OF PERFORMING ARTS</p> <p>Students are introduced to a level 2 musical. They study the themes (social class, poverty, industrial revolution). They also study, plot, acting style, dance, music, costume, lighting. They write about how elements of performing arts are used together to show an audience intention.</p>	<p>Theatre in Education Exploring a style and creating a project DRAMA</p> <p>Over 12 weeks students work on a project. They create their own piece of drama based on the style of Theatre in Education. They are introduced to the style and are shown examples of work. They then chose a topic and learn how to create drama for an audience. They are responsible for plot, characters, theme, costumes, music, lighting, overall outcome. This work is performed in front of a live audience.</p>	<p>Theatre in Education Exploring a style and creating a project DRAMA</p> <p>See opposite.</p>

Level 1	Level 2	Level 3
<p>DRAMA Stimulus: Short poem, song, prop, theme (e.g. friendship or bullying). Play: Short chunks of text in the naturalistic style. Theme of play similar to theme of stimulus.</p> <p>DANCE Routine- basic dance actions (twist, spin, slide, roll) Style: Key features of the style taught scaffolded. E.g. Contemporary moves such as a reach is done with an arm using the appropriate dynamic.</p>	<p>DRAMA Stimulus: Theme (such as social class, superstition, Freedom, oppression). Poem from other countries, time periods, races and cultures. Play: Longer, more complex dialogue. Themes similar to stimulus.</p> <p>DANCE Routine- technical actions such as positions (first, second etc), pile, arabesque, stag etc. Style: Advanced features of the style taught. E.g. jumps and lifts, pointed toes, turn of head</p>	<p>DRAMA Stimulus: Theme such as mental health, nature vs nurture, humanity, culture. Poem reflecting above themes. Play: GCSE texts. Complex dialogue and characters.</p> <p>DANCE Routine- GCSE approach. Terminology, actions etc all from GCSE spec. Style: Advanced features of the style taught. E.g. range of actions to communicate intention of style and piece.</p>

Cross-curricular knowledge

- *(the knowledge drawn from other subjects to support understanding of concepts)*
- English – Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.
- PE – Dance gives students the opportunity to be creative as in gymnastics expressing emotions and feelings through movement to music, it allows students to draw upon their own imagination.

Curriculum links to careers

- *(specific examples of lessons and/or units in which work related learning will be explicitly taught)*
- Character and Employability: The positive traits, attitudes, behaviours and skills of considerate, responsible and imaginative citizens, ready to access the world of work as resourceful, responsible, reliable and collaborative employees and entrepreneurs.
- Drama offers opportunities for development in many areas and can support progression to a wide range of subjects and career paths as it develops transferrable skills. These include cognitive skills such as problem solving, decision making and critical thinking; interpersonal skills such as active listening, communication, relationship building, trust, teamwork, intercultural sensitivity, self-presentation, social influence, conflict resolution, negotiation and collaborative problem solving; and intrapersonal skills such as adaptability, working with different personalities, self-management, working autonomously, self-motivation, self-monitoring.

Procedural knowledge

- *(the subject specific skills that students will need to learn in order to demonstrate their understanding of the subject knowledge)*

Dance Swansong - Exploring repertoire

- Students are introduced to a Level 2 professional work. Here they are taught a motif based on the professional work. They then develop their work by adding actions (appropriate to theme), dynamics (to help communicate the story) space (using a prop- chair) relationships (working as a trio around the theme of oppression and human rights).
- Shows understanding of the key features of dance from a range of styles and cultures, through dance performance.
- Demonstrates coordination and some control in a range of dance actions and sequences.
- Creates, rehearses and performs a short original dance piece, comprising several sequences, to music.
- Develops and refines own dance repertoire through continued exploration and practice.
- Selects and applies dance skills to create dance that shows variation, for solo or group performance.
- Justifies own creative choices using appropriate dance vocabulary, for example, explains explosive movement in terms of speed and levels.
- Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate dance vocabulary.

Drama Blood Brothers - Exploring a scripted play

- Students are introduced to a level 2 play. They study the theme of social class. Here students learn about characters and style. They act in the style of epic theatre and are taught- facial expression, vocal expression, movement based on style.
- Conveys a character using characterisation techniques such as, role on the wall and explorative strategies.
- Chooses voice appropriately for role, considering volume, tone, clarity, pace, characterisation, and emotion.
- Chooses appropriate movement for role, for example, to convey the character's setting, physical features, the character's feelings.
- Chooses relevant expression in role, showing how the character might interact with others, for example, through body language.
- Uses movement, expression and voice to create atmosphere, for example, a high pitched voice, wide eyes and crouched body to suggest a frightening situation.
- Creates a short drama, as part of a group or individually, using improvisation or a published script.
- Builds on the contributions of others in developing ideas for a shared drama, with regard to plot, characters and theatre arts.
- Presents a short drama, as part of a group, using improvisation or a script.
- Gives a personal response to drama experiences, with appropriate justification.
- Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate drama vocabulary
- Use acting skills how to apply to character looking at appropriate facial expressions to show emotion etc
- Understand the meaning of prologue
- Develop transitions between still images marking the moment

Dance Contemporary Exploring a style

- Students are taught a contemporary Level 2 routine. They are expected to learn the routine and copy the teacher over the course of three lessons. Actions should be as the teacher shows. Some aspects of the routine will be level 3 and differentiated by student. Students learn key dance style terminology such as arabesque, pile, flow, split. Students then add on their own actions in relation to the style.
- Identifies and performs the body actions of turn, jump, gesture, pause and fall, with some degree of control.
- Creates, rehearses and performs short dance sequences, working on their own and with others.

- Creates new dance movements and sequences using their dance repertoire, incorporating different speeds and levels, characters and emotions to add interest and variety.
- Explores rhythm, movement and space, and increases possibilities for expression through movement.
- Understands some of the different forms of dance, for example
- Demonstrates understanding of simple formations, such as circles or squares, through taking in part in group dance.
- Demonstrates safe practice in dance, for example, being aware of personal space, planned landings.
- Shares thoughts and feelings by expressing personal views in response to experiencing live or recorded dance performance.
- Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some dance vocabulary.

CRITICAL APPRECIATION OF PERFORMING ARTS Oliver! Writing about Performing Arts

- Students are introduced to a level 2 musical. They study the themes (social class, poverty, industrial revolution). They also study, plot, acting style, dance, music, costume, lighting. They write about how elements of performing arts are used together to show an audience intention.

Drama Theatre in Education – Exploring a style and creating a project

- Over 12 weeks students work on a project. They create their own piece of drama based on the style of Theatre in Education. They are introduced to the style and are shown examples of work. They then chose a topic and learn how to create drama for an audience. They are responsible for plot, characters, theme, costumes, music, lighting, overall outcome. This work is performed in front of a live audience.
- Chooses voice appropriately for role, considering volume, tone, clarity, pace, characterisation, and emotion.
- Chooses appropriate movement for role, for example, to convey the character's setting, physical features, the character's feelings.
- Chooses relevant expression in role, showing how the character might interact with others, for example, through body language.
- Uses movement, expression and voice to create atmosphere, for example, a high-pitched voice, wide eyes and crouched body to suggest a frightening situation.
- Creates a short drama, as part of a group or individually, using improvisation.
- Builds on the contributions of others in developing ideas for a shared drama, with regard to plot, characters and theatre arts.
- Presents a short drama, as part of a group, using improvisation or a script.
- Gives a personal response to drama experiences, with appropriate justification.
- Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate drama vocabulary
- Use acting skills how to apply to character looking at appropriate facial expressions to show emotion etc
- Understand the meaning of prologue
- Develop transitions between still images marking the moment
- Devise drama from a stimulus using different elements of techniques to create performance.