

Year 8 Curriculum Overview Plan: Performing Arts

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>Key Theme:</p> <p>Physical Theatre</p>	<p>Key Theme:</p> <p>Theatre in Education, “Bang Out of Order!”</p>	<p>Key Theme:</p> <p>Verbatim Theatre</p>	<p>Key Theme:</p> <p>From page to stage, “Blood Brothers”.</p>	<p>Key Theme:</p> <p>Devising Performance</p>	<p>Key Theme:</p> <p>Triple Threat. Musical Theatre</p>
<p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Students will be able to describe the key features of Physical theatre.</p> <p>Students will understand the health and safety policy and demonstrate this when participating in Physical Theatre workshops.</p> <p>Students will learn a range of new</p>	<p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Students will develop their understanding of how to work with script and realise the creative intentions of the writer.</p> <p>Students will learn and explore how to combine naturalistic and non-naturalistic moments to create</p>	<p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Students will be able to identify, explain and demonstrate the key features of Verbatim Theatre.</p> <p>Students will learn and explore how to combine spoken words with stylised movement to communicate a clear intention.</p>	<p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Students will be able to identify and explain the key features of silent movies</p> <p>Students will learn a range of skills and techniques relevant to the specific style of performance, such as, slapstick comedy, mime, use of music and captions.</p>	<p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Students will be able to identify key moments within a script and justify what makes those moments significant.</p> <p>Students will identify and explore the key themes within the script and be able to use the key themes to devise original work.</p>	<p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Student will gain an understanding of how culture impacts performance.</p> <p>Students will learn and practically explore new skills and techniques from different performance styles from around the world.</p>

<p>skills and techniques within the style of Physical Theatre.</p> <p>Students will apply new skills and techniques to create contrasting atmospheres with clear intentions.</p> <p>Students will develop their evaluations skills. They will be able to set targets to aid development. They will be able to evaluate performance based on the intentions and desired style.</p>	<p>stylised performance.</p> <p>Students will develop their characterisation by building on their use of character motivation and backstory.</p> <p>Students will learn, appreciate and explore how performances can have an educational value.</p> <p>Students will develop their evaluations skills. They will be able to set targets to aid development. They will be able to evaluate performance based on the intentions and desired style.</p>	<p>Students will understand the value and impact of sharing real people's stories and actual spoken words within performance.</p> <p>Students will build their empathy skills to understand how to use voice and movement to communicate emotions to an audience.</p> <p>Students will develop their evaluations skills. They will continue to set targets for development in relation to skills, style and intentions.</p>	<p>Student will be taught how to use an exaggerated acting style within their storytelling.</p> <p>Students will develop their own short stories using typical scenarios and characters seen within the style.</p> <p>Students will develop their evaluations skills to aid their personal progress and the progress of their peers.</p>	<p>Students will explore the dynamics of relationships within the script and use key performances skills to communicate these relationships.</p> <p>Students will develop the skills required to work effectively as an ensemble member and develop their singing skills to be able to act through song.</p> <p>Students will develop their evaluations skills. They will be able to set targets to aid development. They will be able to evaluate performance based on the intentions and desired style.</p>	<p>Students will gain an appreciation of the different styles and be able to justify these with their understanding of purpose and origins.</p> <p>Students will learn how to combine styles, taking a range of key skills and techniques from a variety of styles to communicate a core message about inclusion and diversity.</p> <p>Students will develop their evaluations skills. They will be able to set targets to aid development. They will be able to evaluate performance based on the intentions and desired style.</p>
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<p>Links to Prior Learning:</p> <p>Students apply the knowledge and performance skills but shape these to fit with a specific style.</p> <p>They will continue to refine the skills and techniques learnt in the previous topics and learn new ones to add to their performance toolkits.</p> <p>Student will build on their understanding of intention and character</p>	<p>Links to Prior Learning:</p> <p>Students will build their knowledge and skills from previous topics of how to stage a script in the intentions of the writer.</p> <p>During the last topic they developed practical skills and techniques in Physical Theatre which they will incorporate into the non-naturalistic moments of this script.</p> <p>Students will continue to develop</p>	<p>Links to Prior Learning:</p> <p>Students will apply their knowledge and performance skills on how to share stories effectively and how to communicate characters clearly to delivering a scripted performance.</p> <p>They will continue to refine the skills and techniques learnt in the previous topics and learn new ones to add to their performance toolkits.</p>	<p>Links to Prior Learning:</p> <p>Students apply the knowledge and performance skills but shape these to fit with a specific style.</p> <p>They will continue to refine the skills and techniques learnt in the previous topics and learn new ones to add to their performance toolkits.</p> <p>They will apply their knowledge of creative intentions and character motivation to the develop their own</p>	<p>Links to Prior Learning:</p> <p>Students will build upon their knowledge and skills from working with script and performing in a specific style to aid their understanding of how to successfully perform extracts and songs from the Musical.</p> <p>They will continue to refine the skills and techniques learnt in the previous topics and learn new ones to add to their performance toolkits.</p>	<p>Links to Prior Learning:</p> <p>Students will draw upon all knowledge and skills learnt so far to fully understand the diversity of performance.</p> <p>They will continue to refine the skills and techniques learnt in the previous topics and learn new ones to add to their performance toolkits.</p> <p>Students will use their knowledge on storytelling and its value to communicate</p>

<p>end of the half term.</p> <p>Formative assessment will consist of:</p> <ul style="list-style-type: none"> - Low stakes quizzing using mini whiteboards - Class/group discussion - Regular showcases of work - Peer/self-Assessment against success criteria - Teacher Questioning <p>Summative Assessment: Students will be given a text to work from. In groups they must adapt the text and present it as a piece of Physical Theatre.</p>	<p>end of the half term.</p> <p>Formative assessment will consist of:</p> <ul style="list-style-type: none"> - Low stakes quizzing using mini whiteboards - Class/group discussion - Regular showcases of work - Peer/self-Assessment against success criteria - Teacher Questioning <p>Summative Assessment: Students will work in groups to stage a section of the studied text in the intended style realising the desired creative intention.</p>	<p>end of the half term.</p> <p>Formative assessment will consist of:</p> <ul style="list-style-type: none"> - Low stakes quizzing using mini whiteboards - Class/group discussion - Regular showcases of work - Peer/self-Assessment against success criteria - Teacher Questioning <p>Summative Assessment: Students will work in groups to create a performance that builds tensions as the characters splits into two contrasting tribes. They must showcase their performance skills and include a range</p>	<p>end of the half term.</p> <p>Formative assessment will consist of:</p> <ul style="list-style-type: none"> - Low stakes quizzing using mini whiteboards - Class/group discussion - Regular showcases of work - Peer/self-Assessment against success criteria - Teacher Questioning <p>Summative Assessment: Student will work in small groups to create their own performance in the style of 'Silent Movies'. They must perform in an exaggerated acting style and the piece must include the key features and</p>	<p>end of the half term.</p> <p>Formative assessment will consist of:</p> <ul style="list-style-type: none"> - Low stakes quizzing using mini whiteboards - Class/group discussion - Regular showcases of work - Peer/self-Assessment against success criteria - Teacher Questioning <p>Summative Assessment: Student will work as an ensemble member to stage a musical number from Matilda. They will be assessed on their ability to showcase all three disciplines: acting, dancing and singing.</p>	<p>end of the half term.</p> <p>Formative assessment will consist of:</p> <ul style="list-style-type: none"> - Low stakes quizzing using mini whiteboards - Class/group discussion - Regular showcases of work - Peer/self-Assessment against success criteria - Teacher Questioning <p>Summative Assessment: Students will work in groups to create a performance that promotes inclusion and diversity. They must include techniques from the styles studied throughout this topic to communicate a</p>
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		of techniques that they have studied.	techniques of the given style.		clear message to the audience.
Tier 3 Vocabulary Vault:	Tier 3 Vocabulary Vault:	Tier 3 Vocabulary Vault:	Tier 3 Vocabulary Vault:	Tier 3 Vocabulary Vault:	Tier 3 Vocabulary Vault:
Voice Expression Pitch Pace Pause Tone Volume Projection Diction Ensemble speech Emphasis Sound effects	Voice Expression Pitch Pace Pause Tone Volume Projection Diction Ensemble Speech Emphasis Accent	Voice Expression Pitch Pace Pause Tone Volume Projection Diction Facial Expressions Gestures Body Language Action Space Dynamics Formation Still Images Narration Step Out Body as Prop Unison Canon	Facial Expressions Gestures Body Language Gait Posture Mannerisms Action Space Dynamics Exaggeration Rhythm Still Images Freeze frames Mime Captions Slapstick Unison Canon Levels Split Staging Marking a moment Slow motion	Voice Pitch Pace Pause Tone Volume Projection Diction Emphasis Vocal Warm Up Scales Vocal Cords Breath Control Facial Expressions Gestures Body Language Gait Posture Mannerisms Action Space Dynamics	Greece Greek Theatre Tragedy Comedy Satire Greek Chorus USA Street Dance Hip Hop Popping and Locking Voguing Waiking Africa Tribal Movement Percussion Instruments Animalistic movement Rituals

<p>Still Images Narration Body as Prop Unison Canon Levels Motif Body Percussion Lifts Mirroring Marking the Moment Slow Motion Montage</p> <p>Physical Theatre Creative Intention Atmosphere Adaptation Tension Contrast</p>	<p>Still Images Narration Step Out Stylised Movement Montage Unison Canon Levels Motif Marking the Moment Multi Role Slow Motion Lift</p> <p>T.I.E Creative Intention Atmosphere Characterisation Character Motivation Tension Contrast Purpose</p>	<p>Levels Motif Split Staging Soundscapes Body Percussion</p> <p>Creative Intention Atmosphere Characterisation Character Motivation Tension Contrast</p>	<p>Music score</p> <p>Creative Intention Atmosphere Characterisation Character Motivation Tension Contrast Comic timing Conflict</p>	<p>Rhythm Timing Energy Unison Canon Levels Marking a moment</p> <p>Creative Intention Atmosphere Characterisation Acting through song Ensemble Status Relationships</p>	<p>India Bollywood Melodrama Choreographed fight scenes Larger than life hero's Elaborate traditional dance</p> <p>Creative Intention Style Atmosphere</p>
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<p>Reading Exposure:</p> <p>A variety of texts – speeches, articles, poems, plays</p>	<p>Reading Exposure:</p> <p>The full text, “Bang Out of Order!”</p>	<p>Reading Exposure:</p> <p>Extracts from the play, ‘The Lord of the Flies’</p> <p>Character descriptions.</p>	<p>Reading Exposure:</p> <p>Captions from a variety of existing ‘Silent Movies’</p>	<p>Reading Exposure:</p> <p>Extracts from the Musical, ‘Matilda’.</p> <p>Character descriptions.</p>	<p>Reading Exposure:</p> <p>Reviews and fact sheets from the different styles</p>
<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>DIN – Open every lesson so that students are asked to retrieve and build previous knowledge and to address common misconceptions.</p> <p>WAGOLL – I do, we do, you do. Used consistently to break down new skills and knowledge, offer support and</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>DIN – Open every lesson so that students are asked to retrieve and build previous knowledge and to address common misconceptions.</p> <p>WAGOLL – I do, we do, you do. Used consistently to break down new skills and knowledge, offer support and</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>DIN – Open every lesson so that students are asked to retrieve and build previous knowledge and to address common misconceptions.</p> <p>WAGOLL – I do, we do, you do. Used consistently to break down new skills and knowledge, offer support and</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>DIN – Open every lesson so that students are asked to retrieve and build previous knowledge and to address common misconceptions.</p> <p>WAGOLL – I do, we do, you do. Used consistently to break down new skills and knowledge, offer support and</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>DIN – Open every lesson so that students are asked to retrieve and build previous knowledge and to address common misconceptions.</p> <p>WAGOLL – I do, we do, you do. Used consistently to break down new skills and knowledge, offer support and</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>DIN – Open every lesson so that students are asked to retrieve and build previous knowledge and to address common misconceptions.</p> <p>WAGOLL – I do, we do, you do. Used consistently to break down new skills and knowledge, offer support and</p>

<p>scaffolding and building confidence within students.</p> <p>Blue Zone – Dedicated time given to students to practise, develop and refine new skills and knowledge.</p> <p>Hinge questions – Used during the Blue Zone so that any misconceptions are addressed and rectified quickly.</p> <p>Peer and Self-Assessment against success criteria. Students develop a clear understanding on how to complete tasks successfully and have ownership on target setting for development.</p>	<p>scaffolding and building confidence within students.</p> <p>Blue Zone – Dedicated time given to students to practise, develop and refine new skills and knowledge.</p> <p>Hinge questions – Used during the Blue Zone so that any misconceptions are addressed and rectified quickly.</p> <p>Peer and Self-Assessment against success criteria. Students develop a clear understanding on how to complete tasks successfully and have ownership on target setting for development.</p>	<p>scaffolding and building confidence within students.</p> <p>Blue Zone – Dedicated time given to students to practise, develop and refine new skills and knowledge.</p> <p>Hinge questions – Used during the Blue Zone so that any misconceptions are addressed and rectified quickly.</p> <p>Peer and Self-Assessment against success criteria. Students develop a clear understanding on how to complete tasks successfully and have ownership on target setting for development.</p>	<p>scaffolding and building confidence within students.</p> <p>Blue Zone – Dedicated time given to students to practise, develop and refine new skills and knowledge.</p> <p>Hinge questions – Used during the Blue Zone so that any misconceptions are addressed and rectified quickly.</p> <p>Peer and Self-Assessment against success criteria. Students develop a clear understanding on how to complete tasks successfully and have ownership on target setting for development.</p>	<p>scaffolding and building confidence within students.</p> <p>Blue Zone – Dedicated time given to students to practise, develop and refine new skills and knowledge.</p> <p>Hinge questions – Used during the Blue Zone so that any misconceptions are addressed and rectified quickly.</p> <p>Peer and Self-Assessment against success criteria. Students develop a clear understanding on how to complete tasks successfully and have ownership on target setting for development.</p>	<p>scaffolding and building confidence within students.</p> <p>Blue Zone – Dedicated time given to students to practise, develop and refine new skills and knowledge.</p> <p>Hinge questions – Used during the Blue Zone so that any misconceptions are addressed and rectified quickly.</p> <p>Peer and Self-Assessment against success criteria. Students develop a clear understanding on how to complete tasks successfully and have ownership on target setting for development.</p>
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