

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



skills and	stylised	Students will	Student will be		Students will gain
techniques within	performance.	understand the	taught how to use	Students will	an appreciation of
the style of Physical		value and impact of	an exaggerated	explore the	the different styles
Theatre.	Students will	sharing real	acting style within	dynamics of	and be able to
	develop their	people's stories and	their storytelling.	relationships within	justify these with
Students will apply	characterisation by	actual spoken		the script and use	their understanding
new skills and	building on their	words within	Students will	key performances	of purpose and
techniques to	use of character	performance.	develop their own	skills to	origins.
create contrasting	motivation and		short stories using	communicate these	
atmospheres with	backstory.	Students will build	typical scenarios	relationships.	Students will learn
clear intentions.		their empathy skills	and characters seen		how to combine
	Students will learn,	to understand how	within the style.	Students will	styles, taking a
Students will	appreciate and	to use voice and		develop the skills	range of key skills
develop their	explore how	movement to	Students will	required to work	and techniques
evaluations skills.	performances can	communicate	develop their	effectively as an	from a variety of
They will be able to	have an	emotions to an	evaluations skills to	ensemble member	styles to
set targets to aid	educational value.	audience.	aid their personal	and develop their	communicate a
development. They			progress and the	singing skills to be	core message about
will be able to	Students will	Students will	progress of their	able to act through	inclusion and
evaluate	develop their	develop their	peers.	song.	diversity.
performance based	evaluations skills.	evaluations skills.			
on the intentions	They will be able to	They will continue		Students will	Students will
and desired style.	set targets to aid	to set targets for		develop their	develop their
	development. They	development in		evaluations skills.	evaluations skills.
	will be able to	relation to skills,		They will be able to	They will be able to
	evaluate	style and		set targets to aid	set targets to aid
	performance based	intentions.		development. They	development. They
	on the intentions			will be able to	will be able to
	and desired style.			evaluate	evaluate
				performance based	performance based
				on the intentions	on the intentions
				and desired style.	and desired style.



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Links to Prior	Links to Prior				
Learning:	Learning:	Learning:	Learning:	Learning:	Learning:
Students apply the	Students will build	Students will apply	Students apply the	Students will build	Students will draw
knowledge and	their knowledge	their knowledge	knowledge and	upon their	upon all knowledge
performance skills	and skills from	and performance	performance skills	knowledge and	and skills learnt so
but shape these to	previous topics of	skills on how to	but shape these to	skills from working	far to fully
fit with a specific	how to stage a	share stories	fit with a specific	with script and	understand the
style.	script in the	effectively and how	style.	performing in a	diversity of
	intentions of the	to communicate		specific style to aid	performance.
They will continue	writer.	characters clearly	They will continue	their understanding	
to refine the skills		to delivering a	to refine the skills	of how to	They will continue
and techniques	During the last	scripted	and techniques	successfully	to refine the skills
learnt in the	topic they	performance.	learnt in the	perform extracts	and techniques
previous topics and	developed practical		previous topics and	and songs from the	learnt in the
learn new ones to	skills and	They will continue	learn new ones to	Musical.	previous topics and
add to their	techniques in	to refine the skills	add to their		learn new ones to
performance	Physical Theatre	and techniques	performance	They will continue	add to their
toolkits.	which they will	learnt in the	toolkits.	to refine the skills	performance
	incorporate into	previous topics and		and techniques	toolkits.
Student will build	the non-naturalistic	learn new ones to	They will apply	learnt in the	
on their	moments of this	add to their	their knowledge of	previous topics and	Students will use
understanding of	script.	performance	creative intentions	learn new ones to	their knowledge on
intention and		toolkits.	and character	add to their	storytelling and its
character	Students will		motivation to the	performance	value to
	continue to develop		develop their own	toolkits.	communicate



motivation to create atmosphere.		Т.			
create atmosphere	their evaluation	They will apply	stories within a		important social
o. case atmosphere.	skills, building from	their knowledge of	specific style.	Students will utilise	lessons to an
	the previous topics	creative intentions		the acting and	audience to
Students will	with a focus on	and character	Students will	dance skills that	empower them in
continue to develop	target setting	motivation to the	continue to develop	they have learnt so	finding a
their evaluation	within the specific	text to develop	their evaluation	far and understand	meaningful voice.
skills, building from	style of repertoire.	their	skills, building from	the value of	
the previous topics		understanding.	the previous topics	becoming a triple	Students will
with a focus on			with a focus on	threat performer.	continue to develop
target setting		Students will	target setting for		their evaluation
within the specific		continue to develop	development.	Students will	skills, building from
style of repertoire.		their evaluation		continue to develop	the previous topics
		skills, building from		their evaluation	with a focus on
		the previous topics		skills, building from	target setting
		with a focus on		the previous topics	within the specific
		target setting for		with a focus on	style of repertoire.
		development.		target setting	
				within the specific	
				style of repertoire.	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Students will be					
Students will be continually					
Students will be continually assessed as they					
Students will be continually assessed as they develop their	Students will be continually assessed as they develop their	Students will be continually assessed as they develop their	Students will be continually assessed as they develop their	Students will be continually assessed as they develop their	Students will be continually assessed as they develop their
Students will be continually assessed as they					
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end of the half	end of the half	end of the half	end of the half	end of the half	end of the half
term.	term.	term.	term.	term.	term.
Formative	Formative	Formative	Formative	Formative	Formative
assessment will	assessment will	assessment will	assessment will	assessment will	assessment will
consist of:	consist of:	consist of:	consist of:	consist of:	consist of:
- Low stakes	- Low stakes	- Low stakes	- Low stakes	- Low stakes	- Low stakes
quizzing using mini	quizzing using mini	quizzing using mini	quizzing using mini	quizzing using mini	quizzing using mini
whiteboards	whiteboards	whiteboards	whiteboards	whiteboards	whiteboards
- Class/group	- Class/group	- Class/group	- Class/group	- Class/group	- Class/group
discussion	discussion	discussion	discussion	discussion	discussion
- Regular	- Regular	- Regular	- Regular	- Regular	- Regular
showcases of work	showcases of work	showcases of work	showcases of work	showcases of work	showcases of work
- Peer/self-	- Peer/self-	- Peer/self-	- Peer/self-	- Peer/self-	- Peer/self-
Assessment against	Assessment against	Assessment against	Assessment against	Assessment against	Assessment against
success criteria	success criteria	success criteria	success criteria	success criteria	success criteria
- Teacher	- Teacher	- Teacher	- Teacher	- Teacher	- Teacher
Questioning	Questioning	Questioning	Questioning	Questioning	Questioning
Summative	Summative	Summative	Summative	Summative	Summative
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Students will be	Students will work	Students will work	Student will work in	Student will work	Students will work
given a text to work	in groups to stage a	in groups to create	small groups to	as an ensemble	in groups to create
from. In groups	section of the	a performance that	create their own	member to stage a	a performance that
they must adapt	studied text in the	builds tensions as	performance in the	musical number	promotes inclusion
the text and	intended style	the characters splits	style of 'Silent	from Matilda. They	and diversity. They
present it as a piece	realising the	into two	Movies'. They must	will be assessed on	must include
of Physical Theatre.	desired creative	contrasting tribes.	perform in an	their ability to	techniques from
	intention.	They must	exaggerated acting	showcase all three	the styles studied
		showcase their	style and the piece	disciplines: acting,	throughout this
		performance skills	must include the	dancing and	topic to
		and include a range	key features and	singing.	communicate a



		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	Voice Expression	Voice Expression	Facial Expressions	Voice	Greece
Pitch	Pitch	Pitch	Gestures	Pitch	Greek Theatre
Pace	Pace	Pace	Body Language	Pace	Tragedy
Pause	Pause	Pause	Gait	Pause	Comedy
Tone	Tone	Tone	Posture	Tone	Satire
Volume	Volume	Volume	Mannerisms	Volume	Greek Chorus
Projection	Projection	Projection	Action	Projection	
Diction	Diction	Diction	Space	Diction	USA
Ensemble speech	Ensemble Speech		Dynamics	Emphasis	Street Dance
Emphasis	Emphasis	Facial Expressions	Exaggeration	Vocal Warm Up	Нір Нор
Sound effects	Accent	Gestures	Rhythm	Scales	Popping and
		Body Language		Vocal Cords	Locking
Facial Expressions	Facial Expressions	Action	Still Images	Breath Control	Voguing
Gestures	Gestures	Space	Freeze frames		Waaking
Body Language	Body Language	Dynamics	Mime	Facial Expressions	
Posture	Posture	Formation	Captions	Gestures	Africa
Gait	Gait		Slapstick	Body Language	Tribal Movement
Mannerisms	Mannerisms	Still Images	Unison	Gait	Percussion
Action	Action	Narration	Canon	Posture	Instruments
Space	Space	Step Out	Levels	Mannerisms	Animalistic
Dynamics	Dynamics	Body as Prop	Split Staging	Action	movement
Formation	Formation	Unison	Marking a moment	Space	Rituals
Contact		Canon	Slow motion	Dynamics	



	Still Images	Levels	Music score	Rhythm	India
Still Images	Narration	Motif		Timing	Bollywood
Narration	Step Out	Split Staging	Creative Intention	Energy	Melodrama
Body as Prop	Stylised Movement	Soundscapes	Atmosphere	Unison	Choreographed
Unison	Montage	Body Percussion	Characterisation	Canon	fight scenes
Canon	Unison		Character	Levels	Larger than life
Levels	Canon	Creative Intention	Motivation	Marking a moment	hero's
Motif	Levels	Atmosphere	Tension		Elaborate
Body Percussion	Motif	Characterisation	Contrast	Creative Intention	traditional dance
Lifts	Marking the	Character	Comic timing	Atmosphere	
Mirroring	Moment	Motivation	Conflict	Characterisation	Creative Intention
Marking the	Multi Role	Tension		Acting through	Style
Moment	Slow Motion	Contrast		song	Atmosphere
Slow Motion	Lift			Ensemble	
Montage				Status	
	T.I.E			Relationships	
Physical Theatre	Creative Intention				
Creative Intention	Atmosphere				
Atmosphere	Characterisation				
Adaptation	Character				
Tension	Motivation				
Contrast	Tension				
	Contrast				
	Purpose				



| Reading Exposure:        |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A variety of texts –     | The full text, "Bang     | Extracts from the        | Captions from a          | Extracts from the        | Reviews and fact         |
| speeches, articles,      | Out of Order!"           | play, 'The Lord of       | variety of existing      | Musical, 'Matilda'.      | sheets from the          |
| poems, plays             |                          | the Flies"               | 'Silent Movies'          |                          | different styles         |
|                          |                          |                          |                          | Character                |                          |
|                          |                          | Character                |                          | descriptions.            |                          |
| <u> </u>                 | 6                        | descriptions.            | 6                        | 6                        |                          |
| Strategies to enable new |
| concepts,                | concepts,                | concepts,                | concepts,                | concepts,                | concepts,                |
| knowledge &              |
| skills to embed in       |
long-term	long-term	long-term	long-term	long-term	long-term
memory:	memory:	memory:	memory:	memory:	memory:
-			,		-
DIN – Open every					
lesson so that					
students are asked					
to retrieve and					
build previous					
knowledge and to					
address common					
misconceptions.	misconceptions.	misconceptions.	misconceptions.	misconceptions.	misconceptions.
WAGOLL – I do, we					
do, you do. Used					
consistently to					
break down new					
skills and					
knowledge, offer					
support and					



Scarloting and building confidence within students.  Blue Zone – Dedicated time given to students to practise, develop and refine new skills and knowledge.  Hinge questions – Used during the Blue Zone so that any misconceptions are addressed and rectified quickly.  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.  Blue Zone – Dedicated time given to students.  Blue Zone – Dedicated time given to students to practise, develop and refine new skills and klilding confidence within students.  Blue Zone – Dedicated time given to students to practise, develop and refine new skills and knowledge.  Blue Zone – Dedicated time given to students to practise, develop and refine new skills and knowledge.  Hinge questions – Used during the Blue Zone so that any misconceptions are addressed and rectified quickly.  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.  Scarloting and building confidence within students.  building confidence within stud	anoffalding and		a a a fif a ladina a a mad	a a a fif a ladina a a sa al	a a a ff a l al i a a a a a a	ff-1d:d
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Purposeful	Purposeful	Purposeful	Purposeful	Purposeful	Purposeful
Homework – Set to					
develop learning					
and build passion					
for subject and					
topics.	topics.	topics.	topics.	topics.	topics.