

## Year 8 Curriculum Overview Plan: Performing Arts

Dance Topic 1	Dance Topic 2	Musical Theatre Topic 1	Musical Theatre Topic 2	Drama Topic 1	Drama Topic 2
<p><b>Key Theme:</b> Urban secrets The use of stimuli.</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> To understand different types of stimuli To explore Action space dynamics based on a stimuli To create choreography to communicate an intention. Develop choreographic devices through motif development. Using the professional works performed by Hip</p>	<p><b>Key Theme:</b> Exploring Physical theatre and Parkour</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Execution of skills/techniques Performing. Creating/ decision making Application of compositional ideas Performing, analysing and evaluating performances Linking to the professional work</p> <p><b>Links to Prior Learning:</b></p>	<p><b>Key Theme:</b> Exploring 'Juke Box' Musicals</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Develop understanding of Juke Box Musicals. Work in the role of performer to learn, explore, rehearse and perform musical theatre material based on different artists from a variety of genres and eras. Musical Theatre skills - acting through in ensemble, how to create a character (vocal, body, gesture)</p>	<p><b>Key Theme:</b> Film &amp; Concept Musicals</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Develop understanding of Concept Musicals with a focus on social &amp; historical background. Musical Theatre skills - understanding script, improvisation, characterisation.</p> <p><b>Links to Prior Learning:</b> Apply skills and further develop creativity, rehearsal</p>	<p><b>Key Theme:</b> Abandonment and Rosa Parks SOW 1 - This SOW is the first time students are creating sensitive issue based drama. SOW 2- Development of skills through the exploration of the story of Rosa Parks.</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Performing with considered sensitivity using sympathy and empathy throughout their approach. The freedom to create</p>	<p><b>Key Theme:</b> LWW and TIE.</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> SOW1 - allows students to understand that scripts and character are not always naturalistic in genre or style. Students will perform as part of an ensemble that introduces creative and imaginative characters that need extra vocal and movement considerations.</p>

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<p>hop company Boy Blue Entertainment, including the five and the prophecy of Prana and emancipation of expressionism.</p> <p><b>Links to Prior Learning:</b> Developing an understanding of ACTIONS, SPACE &amp; DYNAMICS</p> <p><b>Key Assessment Pieces:</b></p> <p>Mid term review with whole class feedback Filmed assessment and the end of the unit</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Manipulation Contact forces</p> <p><b>Reading Exposure:</b></p> <p>Own research into parkour PowerPoint slides in class</p> <p><b>Tier 3 Vocabulary Vault:</b></p>	<p>Safety in the studio Execution of Action Space and Dynamics</p> <p><b>Key Assessment Pieces:</b> Mid term review with whole class feedback Filmed assessment and the end of the unit</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Manipulation Contact forces</p> <p><b>Reading Exposure:</b></p> <p>Own research into parkour PowerPoint slides in class</p> <p><b>Strategies to enable new concepts,</b></p>	<p>Practical exploration of Our House and Mamma Mia. Musical Theatre skills - use of gesture, gait, voice, body to create a credible character.</p> <p><b>Links to Prior Learning:</b> Safety in the studio Types of Musicals Further development of practical Musical Theatre skills explored in year 7.</p> <p><b>Key Assessment Pieces:</b> Mid term review with whole class feedback Filmed assessment and the end of the unit</p> <p><b>Tier 3 Vocabulary Vault:</b> Juke Box</p>	<p>and performance skills from what is previously taught.</p> <p><b>Key Assessment Pieces:</b></p> <p>Mid term review with whole class feedback Filmed assessment and the end of the unit</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Improvisation Characterisation Script</p> <p><b>Reading Exposure:</b> Reading script for understanding, Research and lyrics from Hairspray and Little Shop of Horrors.</p>	<p>their own dialogue through devising means that they need to be mature and thoughtful.</p> <p><b>Links to Prior Learning:</b> Devising in year 7.</p> <p><b>Key Assessment Pieces:</b> Mid term review with whole class feedback Filmed assessment and the end of the unit</p> <p><b>Tier 3 Vocabulary Vault:</b> Teacher in role Hot Seating.</p> <p><b>Reading Exposure:</b></p>	<p><b>Links to Prior Learning:</b> Script work, Improvisation, still images (DELTA), Monologues, Sustained focus, Role Play, Rehearsal.</p> <p><b>Key Assessment Pieces:</b> Mid term review with whole class feedback Filmed assessment and the end of the unit</p> <p><b>Tier 3 Vocabulary Vault:</b> Split screen, choral speaking</p> <p><b>Reading Exposure:</b></p>

<p>Choreography Appreciation relationships Stimuli Intention</p> <p><b>Reading Exposure:</b></p> <p>Choreographic intention of professional works</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Workshops to explore creativity with performance opportunities in class for peer and self assessment. Rehearsal and mental skill development Research tasks Do it now recall</p>	<p><b>knowledge &amp; skills to embed in long-term memory:</b></p> <p>Workshops to explore creativity with performance opportunities in class for peer and self assessment. Rehearsal and mental skill development Research tasks Do it now recall Questioning</p>	<p>Artist Genre</p> <p><b>Reading Exposure:</b></p> <p>Scripts and lyrics from Our House (by Madness) and Mamma Mia (by Abba)</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Workshops and rehearsals to learn &amp; explore different styles and genres of Musical Theatre. Performance opportunities in classwork for peer and self assessment. Research tasks Do it now recall Questioning</p>	<p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Workshops and rehearsals to learn &amp; explore Musical Theatre works with different contexts both socially and historically. Performance opportunities in classwork for peer and self assessment. Research tasks Do it now recall Questioning</p> <p>Remote and promoted personal research study - Create a profile of different Musical Theatre performances with</p>	<p>Reading the script for understanding.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Workshops Devising using strategies in different contexts.</p>	<p>Reading the script for understanding.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Workshops Devising using strategies in different contexts.</p>
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Questioning		Remote and promoted personal research study - create a fact file of an artist/group linked to a Juke Box Musical including their songs and career.	different contextual backgrounds.		
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