

What are the aims and intentions of this curriculum?

The Year 8 Performing Arts curriculum builds on the prior knowledge, skills and techniques learned in Year 7. Students are given further collaborative and creative opportunities through studying genres, styles and theatrical works. Through research and devising work students are able to explore cultural and social issues that are relevant today, and those which challenge their understanding of life in the outside world.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	<p>DEVISING THEATRE - Stimulus - Freedom</p> <ul style="list-style-type: none"> • Theme based stimulus • Devising work • Performance <p>Employability and life skills: Team work, Time Management, Creative/Critical thinking, Communication skills, Presentation skills</p> <p>(Theme - Being Safe)</p>	<p>Students will create their own performance piece using the 2 art forms of dance and drama. The stimulus used is the word 'Freedom'. They will apply different techniques and use their interpretative and stylistic skills to create a final performance.</p>	<ul style="list-style-type: none"> • Devising skills • Research skills • Responding to a stimulus • Developing dramatic techniques • Movement skills • Performance skills 	<p>Create: All students will work on the same stimulus – FREEDOM.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will evaluate and self-assess after every performance.</p>
Autumn 1	<p>STUDY OF A GENRE - Melodrama & Physical Theatre</p> <ul style="list-style-type: none"> • Silent Movies • Skills and Techniques • Working with a script • Melodrama performance incorporating physical theatre 	<p>Students will study the historical context of Melodrama, Physical Theatre and the conventions, skills and techniques used to create performance. Students will workshop these techniques and create a performance piece, working with a script. They will need to learn their lines and create a performance using the Melodrama techniques and adding in Physical Theatre.</p>	<ul style="list-style-type: none"> • Research skills • Workshop skills • Performance skills • Script work • Creating choreography • Roles and responsibilities • Meeting deadlines 	<p>Create: All students will be involved in the creative process for their final performance.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will evaluate and self-assess after every performance.</p>

	<p>Employability and life skills: Team work, Time Management, Creative thinking, Cultural Appreciation of styles of Theatre, Historical and social context, Presentation skills</p>			
<p>Autumn 2</p>	<p>STUDY OF A GENRE – Melodrama & Physical Theatre</p> <ul style="list-style-type: none"> • Frantic Assembly • Creating work • Skills and Techniques • Physical Theatre Performance <p>Employability and life skills: Team work, Time Management, Creative thinking, Cultural Appreciation of styles of Theatre, Historical and social context, Presentation skills</p>	<p>Students will use knowledge gained to create a dance performance using the style of Physical Theatre. Students will study choreographic devices to be able to create their own performance piece and will perform to a live audience.</p>	<ul style="list-style-type: none"> • Choreographic skills • Movement skills • Roles and responsibilities • Performance skills 	<p>Create: All students will be involved in the creative process for their final performance in the style of Melodrama and Physical Theatre.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will evaluate and self-assess after every performance.</p>
<p>Spring 1</p>	<p>DANCE PERFORMANCE - Dance Story Telling</p> <p>Stop all the Clocks – W H Auden</p> <ul style="list-style-type: none"> • Literature as a stimulus • Set repertoire • Performance <p>Employability and life skills: Team work, Time</p>	<p>Students will read and listen to the literature ‘Stop all the Clocks’ – W H Auden.</p> <p>They will learn a piece of set repertoire to the literature and perform it in small groups to a live audience. They will work on skills and techniques to build their interpretative, stylistic, technical and performance skills.</p>	<ul style="list-style-type: none"> • Devising skills • Responding to a stimulus • Developing dance techniques • Interpretative, Stylistic, Technical skills • Movement skills • Performance skills 	<p>Create: All students will be involved in the creative process for their final performance to the set literature.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will evaluate and self-assess after every performance.</p>

	<p>Management, Creative thinking, Cultural Appreciation of styles of Dance, Presentation skills</p> <p>Theme – Experience of loss (Mental Wellbeing)</p>			
<p>Spring 2</p>	<p>CHOREOGRAPHY</p> <p>Dance Story Telling</p> <p>Bourne - Car Man/Swan Lake</p> <ul style="list-style-type: none"> • Historical context • Style and Genre • Devising/creating work • Performance <p>Employability and life skills: Team work, Time Management, Creative thinking, Cultural Appreciation of styles of Dance, Presentation skills</p>	<p>Students will be introduced to Bourne and 2 of his works Car Man and Swan Lake. Students will study the historical context of these two pieces, learn set repertoire and have the opportunity to create their own performance work. They will learn the interpretative, stylistic and technical skills needed to be able to choreograph and perform.</p>	<ul style="list-style-type: none"> • Research skills • Workshop skills • Devising skills • Interpretative, stylistic and technical skills • Choreographic skills • Performance skills 	<p>Create: All students will be involved in the creative process for their final performance. They will research and gather individual information to contribute towards the creative process.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will evaluate and self-assess after every performance.</p>
<p>Summer 1</p>	<p>STUDY OF A MUSICAL - Grease</p> <ul style="list-style-type: none"> • Theatrical context • Learning and adapting text and set repertoire • Performance <p>Employability and life skills: Team work, Time Management, Creative thinking, Cultural Appreciation of styles of</p>	<p>Students will revisit and build on previous knowledge of the genre of Musical Theatre. Students will study both the stage and film version, looking at the historical context and use of musical theatre techniques. Students will then choose a scene to recreate and learn a section of set repertoire to perform to a live audience.</p>	<ul style="list-style-type: none"> • Research skills • Workshop skills • Directing skills • Choreographic skills • Musical Theatre skills • Performance quality • Performance skills 	<p>Create: All students will be involved in the creative process for their final performance of Grease.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will evaluate and self-assess after every performance.</p>

Musicals Theatre, Exploring
SMSC, Historical and social
context, Presentation skills

Theme – Respect
(Relationships)

