



**Performing Arts Department  
Curriculum and Assessment Map**

	Term 1		Half term 3	Half Term 4	Half Term 5	Half term 5 Half term 6
Year 8 Drama and Dance	<p><b>Motif Development</b> Street dance</p> <p>This topic use current choreography and music as a hook to engage students in dance. As year 8 did not complete a full dance curriculum this covers aspects missed from year 7. It covers Motif development but OK a deeper level using more complex choreographic devices such as accumulation and retrograde to create more interesting versions of the original Motif</p> <p>Some of the elements used in Street dance directly link to</p>	<p><b>Drama : Script Macbeth</b></p> <p>Shakespeare is a playwright all good drama students should study. His influence throughout theatre history is renowned as students should be able to understand and celebrate this ideal. The themes of friendship, tested loyalty , ambition and betrayal seem to engage students with the work and we can explore Shakespeare an language and more modern versions of the play.</p> <p>Why is it taught here? In the longest half term it allows us to really spend time learning</p>	<p><b>Dance: Dance through the decades</b></p> <p>Focusing on styles from different decades students get a taster for a range of of Styles such as jazz , contemporary and commercial and develop an appreciation of how the physical and performance skills required for each of them inter link It is studied at this point in the term to allows students to have access to a wide range of choreography and skills when choreographing in ht5.</p>	<p><b>Drama: Devising Hillsborough</b></p> <p>Hillsborough explores a real Life event that hooks students and engages the boys through the football focus. They build on the non naturalistic skill from year 7 by exploring basic verbatim techniques such as docu-techniques and physical theatre/body as a prop.</p> <p>By teaching devising mid year in the sequence we can assess how students have developed since year 7 with structuring the building blocks of a performance. They can interleave skills and knowledge from .HT4 as well as knowledge and skills . It will also link with the choreography topic from HT5</p>	<p><b>Choreography: use of a stimulus</b></p> <p>Choreography is the art of creating dances and therefore interleaves with devising in ht4 they will follow a similar structure When choreographing but making it applicable to dance. They will understand how to respond to text stimulus using different ethics of choreography- chance and Improvisation and connect their ideas using a simple structure.</p> <p>Why this? Students will by now have the physical and performance skills to begin responding to stimulus and buying their own</p>	<p><b>Drama: Physical Theatre</b></p> <p>Students will explore a more movement based drama style of physical theatre. This goes into deeper exploration of this style and introducing company Frantic assembly to dissect their techniques and skills, lea ring sections of choreography and using the techniques of Frantic assembly to develop their own chair duets</p> <p>Why this? This final topic combines skills of dance and drama skills learnt throughout the academic year.</p>

	<p>the musical theatre techniques developed in year 7. Building on the use of action and space by exploring dynamics and relationship in the space styles.</p>	<p>this play, understanding themes and characters and how to select appropriate dramatic technique and apply them to the script. It interleaves with script work from WH year 7 yet students are exploring the staging on a deeper level, by exploring subtext and soundscapes. This topic is great to be pitched at All levels as transposes to all abilities.</p> <p>Students engage well with script work so it allows them to develop skills that can lead up to devising later in the academic year.</p>		<p>where students are developing their own movement sequences from a set stimulus by giving an awareness of staging and audience and demonstrating an idea through movement and performance.</p>	<p>.over t ideas which will be essentials moving forward into year 9 study.</p>	
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Fundamentals	<p>Understanding the core components of motif- action, space, dynamics, relationships</p> <p>Health and safety in dance</p> <p>Identifying key features of street dance: Isolation Attitude Sharp/ powerful dynamics Synchronization Rhythm and beat Low core/centre</p> <p>Understanding how to replicate a piece of choreography accurately.</p> <p>Applying physical/performance skills to a motif Accuracy Musicality Extension Isolation Posture Projection Flexibility</p> <p>Using choreographic devices to develop a motif Canon Contrast Contact</p>	<p>Pupils will develop knowledge and understanding relating to:</p> <p>Use of stage directions</p> <p>Importance of setting</p> <p>Techniques for memorising script</p> <p>Character development from a script</p> <p>They will also gain knowledge and understanding of the key themes from 'Macbeth' and interpret these in their performance work through use of:</p> <p>-Soundscapes</p> <p>-Subtext</p> <p>-Interpreting language</p> <p>-Interpreting a character</p> <p>-Vocal Projection and</p> <p>-Use of gesture</p>	<p>Students will develop knowledge and understanding relating to of different styles and genres of dance over the decades.</p> <p>Charleston/jazz:</p> <p>Character dance/performance skills:</p> <p>Facial expressions</p> <p>Projections</p> <p>Musicality</p> <p>Contemporary:</p> <p>Exploring the narratives</p> <p>Use of the torso</p> <p>Use of parallel</p> <p>Floor work skills</p> <p>Physical skills required</p> <p>Extension</p> <p>Core strength</p> <p>Flexibility</p> <p>Stamina</p> <p>Emphasis of movement</p> <p>Spatial awareness</p>	<p>pupils will develop knowledge and techniques And begin to apply different methods of devising such as: <i>theme and stimulus, methods, forum theatre, rehearsal techniques and improvisation, form and structure.</i></p> <p>This will be linked to a real-life event (Hillsborough Disaster) and through this they will develop an understanding of:</p> <p>How to successfully research an idea or event including techniques used in verbatim theatre.</p> <p>Use of Staging and Audience configuration and creation of a character</p> <p>Sustaining performance of character</p> <p>Improving focus whilst in role.</p> <p>Theatrical Techniques (vocal and physical )</p>	<p>Pupils will develop knowledge and understanding on:</p> <p>How to identify and respond to different forms of stimulus</p> <p>Using different methods of choreography: Chance method Trial and error Improvisation Structure of dances</p> <p>Using choreographic devices Canon, direction Repetition Use of different Levels retrograde</p>	<p>Pupils will develop Skills and knowledge relating to :</p> <p>What physical theatre is and the key practitioners associated with this genre- identifying key features of PT</p> <p>Body as a prop</p> <p>Abstract theatre and symbolism</p> <p>Exploring safe contact work</p> <p>Exploring Frantic assembly techniques and methods chair duets and understanding how the body can be used as a representational tool in PT</p> <p>Applying techniques of a professional company when devising PT</p>
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	<p>Performing with confidence</p> <p>Evaluating own and others work and responding effectively to feedback</p>	-Interaction with others				
<p><b>Learning Checkpoint Tasks</b></p> <p><b>1 per half term</b></p>	<p>LC- Can students accurately copy, repeat and remember a motif demonstrating 2 basic CD</p>	<p>LC: Recital of opening scene from Macbeth- vocal emphasis</p>	<p>LC- Applying contraction and extension I performance ?</p>	<p>LC- Can students devise a scene Based on the Hillsborough tragedy</p>	<p>LC- Can students demonstrate a clear response to the stimulus</p>	<p>LC can students use frantic techniques in a chair motif</p>
<p><b>Common Assessment Task</b></p>	<p>TA 1 and TA 2 marked out of 40 throughout the course of the lessons for both dance and drama</p>					
<p><b>Interleaved Knowledge</b></p>	<p>Key vocabulary from year 7 constantly revisited.</p>	<p>Students will use knowledge of 'warhorse scripted lessons' from year 7- How to read stage directions/read/rehearse a script</p>	<p>Students will use their knowledge from HT1- how to learn and develop a motif Students will also be using knowledge of how to develop</p>	<p>Students will revisit knowledge from year 7 devising unit considering techniques such as 'hot seating/tho</p>	<p>Revisiting basic choreographic devices explored in half term 1 such as canon, contrast and retrograde</p> <p>Using techniques from drama devising 'Hillsborough'</p>	<p>Revisiting movement techniques from contemporary dance HT 3 such as use of torso, importance of core, balance and stability, contact work</p> <p>Linking back to key drama vocab explored in HT 2/4</p>

		<p>and understanding of character development, how to sustain a role, and exploring themes within a script..</p> <p>Students will use their movement knowledge from dance to be able to consider character posture, movement and body language etc. Students will use dance knowledge to apply relevant use of space when performing.</p>	<p>accuracy of movement, physical skills required in dance such as core strength , flexibility and stamina to apply to their performance work.</p>	<p>ught tracking/ still image and narrating</p> <p>They will refer to group work in dance, where students collaborate to develop and restructure sections of work</p> <p>Students will use knowledge and skills from 'Macbeth Topic' in relation to character development, vocal projection, use of gesture and body language and the importance of setting.</p>	<p>how to structure and develop from a starting idea</p>	<p>Revisiting all performance skills such as projection, musicality, characterisation, conveying a narrative.</p>
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