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| Subject: Year 8 Dance | | | |
| Year 8 Curriculum Intent: The Dance department strives to give pupils a challenging and diverse curriculum that incorporates conceptual level thinking via our theme approach. Through our theme-based approach, the Dance department aims to provide pupils with a rigorous and varied curriculum that integrates conceptual level thinking. Our goal is to empower our pupils to explore problems with a variety of approaches, methods, and inventive abilities by utilising their creativity and originality. While studying the concepts of action, space, dynamics, and relationships, pupils also study popular dance styles such as street and break dancing, solidifying the characteristics such fast energetic and upbeat choreography, whole body and isolated movements, quick formation changes, stunts and tricks, then Contemporary dance, both serving very different skills and techniques. Students will move on to look at how stories are told through gesture and mime as well as incorporating various pathways, direction, levels and space, whilst exploring sections of Alice in Wonderland and Charlie and the Chocolate Factory. Pupils will complete year 8 with looking into various Musicals and explore the style used in theatre productions such as Matilda. This fits in perfectly with our end of school production in Musical Theatre. | | | |
| | Scheme 1: Popular Dance - Street Dance & Swann Song | Scheme 2: Narrative Dance | Scheme 3: Dance in Musicals |
| Acquire | Pupils will gain an understanding of the techniques and characteristics required for the style of street dance. | Pupils will gain an understanding of how to tell a story through dance actions and characterisation. | Pupils will gain an understanding of the main characteristics of dance within musical theatre, including narrative and performance skills. |
| Apply | How to use formations and changes To regularly apply choreographic devices within a group To use practical knowledge to apply actions, space and dynamics relevant to the style. To apply the skills in a competitive approach A recognition of the skills and discipline required. | Characterisation and how actions and gestures are used to match. The use of space, levels and pathways. Understanding the importance of counts. Differentiate and identify the similarities between dance and drama. | To build and sustain a character and the importance of this. Emphasising the lyrics of the song to communicate the intention of the piece. How to perform using physical skills |
| Vocabulary | Street dance Choreographic devices Actions Space Dynamics Call and Response Retrograde Accumulation | Gestures Space Levels Pathways Narrative Characters Musicality | Narrative Characters Character relationships Expression Energy Strength Audience |

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| Assessment | Performance within a group/ ensemble, demonstration and application of choreographic devices. Contribution to the improvement of their own and others work will be assessed throughout the unit in addition to an end of the unit knowledge review. | Students will be assessed every lesson as an ongoing progress tracker. Performance within characterisation and as part of a duet/group/ensemble performance. Group work creating choreography and sequences will be the formative assessment as the students will have to adapt all of the key dance terms in there choreography and know how to apply and demonstrate this successfully. | Progress will be formatively assessed through teacher's observations of students' performance, engagement in choreographic and appreciation tasks. Use of questioning/discussion to observe knowledge and understanding. Summative assessment on group sequences linked to specific routines from Musicals. |
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Subject: Year 8 Drama

Year 8 Curriculum Intent: The Drama department strives to give students a challenging and diverse curriculum that incorporates conceptual level thinking via our theme approach. We are dedicated to encouraging our pupils to use their creativity and individuality to investigate issues using varied styles, language, and creative skills. Students learn physical theatre, with a focus on the methods used by the Frantic Assembly Theatre Company to convey stories via movement and the body. In order to enhance their spatial awareness, exaggeration, and willingness to move beyond their comfort zones in order to incorporate trust, students will learn how to employ slow motion, essence machines, and lifts as well as some basic stage combat. Students will enhance their understanding of Still images, devising, Mime and soundscapes. Shakespeare's Romeo and Juliet is the text we study in the final term, and it covers topics like relationships and conflict. In order to integrate choreography into play scenes, students will deepen their comprehension of stage combat. They will also examine language use and Shakespearean insults.

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| | Scheme 1: Physical Theatre and Frantic Assembly | Scheme 2: Shakespeare's Romeo and Juliet - <i>Combat and Conflict</i> | Scheme 3: Matilda the Musical by Dennis Kelly |
| Acquire | Pupils will gain an understanding of how storytelling is used through body and movement. | Pupils will gain an understanding of how conflict is shown through stage combat and Shakespearean language. | Pupils will gain an understanding of how song and lyrics narrate the story and how characterisation is used to engage an audience. |
| Apply | How to use Gestures and Body Language to show non-verbal communication What is an ensemble and how can you show this effectively Use of strength, control and accuracy of body movements Accuracy of timings and pace - use of slow motion | An overview of the storyline characters and themes of the text Some stage combat moves How to work collaboratively as an ensemble Keeping others safe and spatial awareness through stage combat How conflict is shown in the play and how to convey this in a scene | How to achieve effective Still images and Mime to show the first day of school at Crunchem Hall How status is used through the 'little and big kids' How lyrics are used to give vital information to the audience. |

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| | Exaggerated facial expressions and gestures Experimenting with different positioning of the body | Pace, control and accuracy of stage combat How a Greek Chorus can be used to deliver the prologue of the play How character relationships are shown through the play | How to build and sustain a character and the importance of this Using techniques such as cannon, unison and antipon to develop choral speech |
| Vocabulary | Physicality Body as Prop Mime Still Image Essence Machine Physical Theatre Exaggeration Slow Motion Tempo Spontaneous Frantic Assembly Rhythm Stage Combat Victim Control Reverse Energy | Chorus Prologue Cannon Repetition Split Screen Thought Tracking Dramatic impact Language | Still Image Transition Mime Thought Tracking Characterisation Sustaining a role Physical Theatre Choral Speech Unison Refrain Antiphon Duologue Forum Theatre |
| Assessment | Working as an ensemble to deliver messages using precise body movements. | Creating own combat scene using choreography and dialogue | Performing from a script sustaining s character throughout. |

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| Subject: Year 8 Music | | | |
| Year 8 Curriculum Intent: The Music department strives to give students a challenging and diverse curriculum that incorporates conceptual level thinking via our theme approach. We are dedicated to encouraging our pupils to use their creativity and individuality to investigate issues using varied styles, language, and creative skills. Students learn how to play melodies on the Ukulele and understand the main chords in minor and major. They will move on to learning ostinato and how to incorporate a hook and a riff. They will create melodies on the keyboard and computers. Students move on to look at a range of popular music including some of the most famous and established pieces of Musical Theatre, enjoyed by audiences across the globe. | | | |
| | Scheme 1: Chords | Scheme 2: Hooks, Riffs and Ostinato | Scheme 3: Popular music including musical theatre |
| Acquire | Pupils will gain an understanding of how chords and in particular, diatonic triads, are made and learn how to play them. | Pupils will gain an understanding of how to create a piece of music using riff, ostinato and hook. | Pupils will gain an understanding of listening to music and identifying musical scores. |
| Apply | How to use the chords to create chord patterns (progressions). To explore Tonality through major and minor Triad Chord. Learning how to tune a Ukulele, holding and positioning. | How to create a piece of music that features a riff/ostinato and a hook on garageband/keyboard To develop hooks and riffs including a drum part and bass line or other live instruments Be able to listen to a piece of music and identify a hook and a riff. | How to apply and demonstrate a 16-bar phrases of popular music into creating their own piece for ideally a combination of instruments which could include, voice, guitar, ukulele, bass guitar, drums and keyboard. To create and develop their knowledge of chord structures and progressions. To develop a melody line. |
| Vocabulary | Tonality Chords Diatonic triads Fret Board Blues Fusion Rhythm | Hooks Riffs Ostinato Bass line Minimalist Melody Motifs Compositional devices Pentatonic scale | Popular music Musical score Chord structure/progression Melody line Musical Theatre Jukebox musical Through sung musical |

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| Assessment | Students will explore, create and perform a basic 4 chord progression and repeat the structure. | Students will explore and create a piece which demonstrates a Riff and a Hook (Ostinato may also be used). | Students will create a melody line for either a pop song or musical theatre song. Ideally with chords performed on additional instruments. |
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