

**YEAR 8 CURRICULUM MAP – PERFORMING ARTS**

	Half Term 1 (June - July)	Half Term 2 (Sept-Oct)	Half Term 3-4 (Nov – Jan)	Half Term 4-5 (Feb – March)	Half Term 6 (April – June)
<b>Scheme Title</b>	FILM TRAILER	WORLD WAR 1	MELODRAMA AND PANTOMIME	STYLES OF DANCE	ROMEO AND JULIET
<b>Purpose of Scheme</b>	<ul style="list-style-type: none"> <li>Introduces students’ to working as a group to devise their own performance.</li> <li>Builds on knowledge of Drama techniques used to tell the story.</li> </ul> <p><i>Other progressions:</i></p> <ul style="list-style-type: none"> <li>Develops Physical Theatre skills further through creating a machine factory</li> </ul>	<ul style="list-style-type: none"> <li>Introduces students to staging more complex devised work.</li> <li>Develops students’ performance skills to create mood and atmosphere and communicate more detailed characters.</li> </ul> <p><i>Other progressions:</i></p> <ul style="list-style-type: none"> <li>Builds on students’ use of Drama techniques to explore mature themes relating to WW1.</li> </ul>	<ul style="list-style-type: none"> <li>Introduces students to Drama conventions and techniques used in Pantomime.</li> <li>Builds on students’ performance skills through performing exaggerated characters in the style of melodrama and slapstick.</li> <li>Develops students’ analytical skills through analysing performance skills and pantomime conventions in professional work.</li> </ul>	<ul style="list-style-type: none"> <li>Develops students’ dance performance skills to engage an audience.</li> <li>Introduces students to a variety of dance of styles and choreographic devices.</li> <li>Develops students’ analytical skills through analysing dance performance skills in professional work.</li> </ul>	<ul style="list-style-type: none"> <li>Develops stagecraft skills through staging a Shakespearean classic text.</li> <li>Builds on students’ group skills working together stage a text.</li> </ul> <p><i>FINAL PROJECT:</i></p> <ul style="list-style-type: none"> <li>An opportunity for students to bring together all the performance skills, stagecraft skills, Drama and Dance techniques to stage a scene from Romeo and Juliet. Develops knowledge of drama techniques through exploring ways to communicate mood and atmosphere in a scripted performance.</li> </ul>
<b>Knowledge in Sequence</b>	<p>1: To be able to create a trailer montage</p> <p>2: To be able to devise a Bollywood film trailer</p> <p>3: To develop the performance of a Bollywood film trailer</p> <p>4: FINAL PERFORMANCE</p>	<p>1: To understand how to create tension in performance</p> <p>2: To be able to prepare a monologue for performance</p> <p>3: To be able to stage a scene set in the World War 1 trenches</p> <p>4: To be able to communicate thoughts and mood through a conscience alley</p> <p>5: To be able to reflect on and analyse my own performance.</p> <p>6: To be able to perform a scene using split-scene</p> <p>7-8: Final performance</p>	<p>1: To understand the origins and style of melodrama</p> <p>2: To develop knowledge of the stock characters in Melodrama and Pantomime</p> <p>3: To understand how to apply Pantomime conventions to a performance of a Pantomime script</p> <p>4: To be able to devise a Slapstick comedy sequence</p> <p>5: To be able to reflect on and analyse my own and others’ performances.</p> <p>6-8: To be able to perform my Pantomime scene using the conventions of Pantomime</p>	<p>1: To develop knowledge of the five key dance actions And be able to perform the choreography for Thriller</p> <p>2: To be able to perform the choreography for Hairspray</p> <p>3: To be able to perform the choreography for Horizon</p> <p>4: To understand how to apply dynamics to a dance performance</p> <p>5: To explore the use of space in dance (formations, levels and directions)</p> <p>6: To develop my use of choreographic devices in dance (canon, retrograde, mirroring and fragmentation).</p> <p>7: To be able to reflect on and analyse my own and others’ performances.</p> <p>8: To be able to perform a dance confidently to an audience</p>	<p>1: To develop knowledge of the Romeo and Juliet plot and characters</p> <p>2: To be able to practically explore the prologue in different styles</p> <p>3: To understand how to create mood and atmosphere using drama techniques</p> <p>4: To be able to stage the prologue as a group</p> <p>5: To be able to perform a soliloquy</p> <p>6: To be able to stage a fight scene from Romeo and Juliet</p> <p>7: To be able to reflect on and analyse my own performance.</p> <p>8: FINAL PERFORMANCE of prologue, fight scene and soliloquy</p>
<b>Skills</b>	<p><u>MAIN SKILLS FOCUS -</u> <u>Drama techniques and conventions:</u> Physical Theatre / Direct Address / Dialogue / Voice over / Montage / Slow motion</p> <p><u>Group Skills:</u> - Creativity, Communication, Openness, Leadership, Organisation, Understanding, Research, Respect</p>	<p><u>MAIN SKILLS FOCUS -</u> <u>Performance Skills:</u> Physical - Gestures / Stance / Posture and Body Language / Eye contact / Expressions / Dynamics and movement Vocal - Diction / Emphasis and volume / Pitch / Accent / Rhythm and tempo / Tone</p> <p><u>Drama techniques and conventions:</u> Monologue / Tableaux / Thought-tracking / conscience alley / split scene / sound-scape / slow motion / physical theatre</p> <p><u>Stagecraft Skills:</u> Blocking / Entrances and Exits / Proxemics / Levels / Audience Awareness / Concentration / Energy / Set and Props interaction</p>	<p><u>MAIN SKILLS FOCUS -</u> <u>Performance Skills:</u> Physical - Gestures / Stance / Posture and Body Language / Eye contact / Expressions / Dynamics and movement Vocal - Diction / Emphasis and volume / Pitch / Accent / Rhythm and tempo / Tone</p> <p><u>Drama techniques and conventions:</u> Melodrama / Improvised Role-play / Direct Address / Aside / Dialogue / Mime / Physical Theatre (stage combat) / Slapstick choreography</p> <p><u>Reflection and Analysis:</u> -Analyse using ‘What, Where, How, Why’ structure -List / Define / Identify / Describe / Explain skills used in performance</p>	<p><u>MAIN SKILLS FOCUS -</u> <u>Performance Skills (Dance):</u> Dynamics / Rhythm and Timing / Energy and Commitment / Awareness of Space / Movement Memory / Stamina</p> <p><u>Dance techniques and conventions:</u> Actions / Levels / Directions / Formation / Canon / Unison / Mirroring / Fragmentation / Retrograde</p> <p><u>Reflection and Analysis:</u> -Analyse using ‘What, Where, How, Why’ structure -List / Define / Identify / Describe / Explain skills used in performance</p>	<p><u>MAIN SKILLS FOCUS -</u> <u>Drama techniques and conventions:</u> A choice of all techniques explored so far to perform in a style of choice e.g. melodrama / physical theatre / docudrama / abstract / dance</p> <p><u>Stagecraft Skills:</u> Blocking / Entrances and Exits / Proxemics / Levels / Audience Awareness / Concentration / Energy / Set and Props interaction</p> <p><u>Group Skills:</u> - Creativity, Communication, Openness, Leadership, Organisation, Understanding, Research, Respect</p>
<b>Key Words</b>	Film quotes / Slogans / Rhetorical Questions / Voice Over / Images of key moments / Music / Voice over / Dialogue / Montage / Interview / Reportage / Review / Clip / Tagline / Genre	Enlistment / Conscriptio / Trench / Over the Top / Advance / Propaganda / Conscientious Objector / White Feather / Monologue / Tableaux / Thought-tracking / Conscience Alley / Split Scene	Originated / Exaggerated / Plot / Melodrama / Hero / Heroine / Aged Parent / Villain / Comedy Servant / Mysterious Stranger / Principal Boy / Principal Girl / Dame / Villain / Comedy / Magical / Gender Swap / Audience Interaction / Catch Phrases / Musical Number / Slapstick / Gesture / Blocking / Pantomime Conventions	Choreography / Style / Choreographic Devices / Actions / Levels / Directions / Formation / Canon / Unison / Mirroring / Fragmentation / Retrograde / Jazz / Hip-hop / 1960s Dance / Musical Theatre / Contemporary / Ballet	Plot / Sound scape / Soliloquy / Comedy / Improvisation / Physical Theatre / Synchronised / Melodrama / Dramatic irony / Aside / Foreshadowing / Feuds / Conflict / Family / Love / Fate / Tragic Hero / Hamartia / Catharsis / Internal Conflict / Love / Individual vs Society / Violence / Fate
<b>End Point</b>	<ul style="list-style-type: none"> <li>- To be able to work in a group to devise a film-trailer montage</li> <li>-To be able to devise a performance using techniques to persuade an audience</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to use performance skills to build tension.</li> <li>-To be able to communicate detailed characters using vocal and physical skills.</li> <li>-To be able to stage a devised scene in two settings using stagecraft skills.</li> <li>-To be able to describe vocal and physical skills used in my performance</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to perform exaggerated and melodramatic stock characters</li> <li>-To be able to perform a slapstick comedy sequence.</li> <li>-To be able to describe how pantomime conventions are used in a professional performance</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to perform the choreography of three dances in three different styles</li> <li>-To be able to apply at least two choreographic devices to a dance performance</li> <li>-To be able to describe how choreographic devices are used in a professional performance</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to stage a group scene from a Shakespearean text</li> <li>-To be able to select drama techniques to tell the story of a Shakespearean text</li> <li>-To be able to describe the techniques used in my performance</li> </ul>

<b>Assessment Method</b>	Trailer performance in class (assessed using skills ladder)	Split-scene Trenches and Conscience Alley performance in class (assessed using skills ladder) Knowledge Organiser Quiz Written self-reflection (Performance Skills)	Scripted performance from Cinderella (assessed using skills ladder) Knowledge Organiser Quiz Written analysis of professional theatre performance (Pantomime Conventions)	Dance performance in class (assessed using skills ladder) Knowledge Organiser Quiz Written analysis of professional dance performance (Choreographic Devices)	Scripted performance from Romeo and Juliet (assessed using skills ladder) Knowledge Organiser Quiz Written self-reflection (Drama techniques)
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