

Y8 PERFORMING ARTS CURRICULUM SEQUENCING

Year 8	HT 1	HT 2	HT 3
Unit(s) (Tablet in 39week plan)	Blood Brothers	Pantomime	Status & Relationships
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Characterisation/ Contrasts Dramatic irony Role of a director / narrator Blocking/positioning/ proxemics Class; Attitudes, accent & dialect Superstition	Blocking Still Image Improvisation Audience participation Spotlighting Exaggerated characterisation	Semiotics Levels Dramatic pause Proxemics
Opportunities for Reading	Blood Brothers by Willy Russell	Various pantomime scripts	The Dumb waiter by Harold Pinter Right by anon
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Students explore the complications and challenges of class and growing up. Students can explore their own views on superstition and the ways it can shape the lives of others through a text rich scheme of work.	Students are given a rich experience of storytelling by exploring the conventions of pantomime. Gaining an understanding the genre through rehearsal and performance, developing their performance skills & creativity.	Provides the students with an opportunity to explore relationships beyond their personal contexts; through improvisation and text work. Themes of class, power, familial relationships and peer pressure will be covered.
Strategies to engage and maximise achievement of PP learners	<ul style="list-style-type: none"> • Raising pupil aspirations using engagement/aspirational language • Developing social and emotional competencies • Co-operative learning (structured group work) • Opportunities for visual, aural and kinaesthetic learning • Key terminology/ Aspirational quotes on display • Enrichment opportunities; school production, theatre trips & other performance opportunities 		
Cross Curricular Links (Authentic Connections with other curriculum)	English – Read text in T1	English – language & literature	Life skills
Key Assessments	Students will have built on their skills learnt in year 7 & begin to develop an appreciation of theatre styles, genres & practitioners. They will further develop their use of semiotics & subtext when working with script. At the end of each unit students will be assessed on their ability to use the skills and performance strategies explored in each SOW in a performance environment.		
Year 8	HT 4	HT 5	HT 6
Unit(s) (Tablet in 39week plan)	Themes & Issues	Brecht	Script work (DNA by Dennis Kelly)

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Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Stimulus Devising Socio-gram Character motivation Rehearsal techniques	Epic theatre Distancing techniques Demonstrating a role (self-narration) Exaggerated characters Multirole Gestus Speaking in the 3rd person	Setting & subtext Character Reactions & relationships Action Tension, timing (dramatic/ comic effect) Costume, props etc. Historical context
Opportunities for Reading	The Party by Nigel Gray The identification by Roger McGough	The Betrayal by Brecht	DNA by Dennis Kelly
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Students are encouraged to use their personal life experience and beyond to explore a variety of stimuli as a means of creating meaningful and exciting pieces of original drama.	Students explore the purpose of theatre and the function it can play in society as a vehicle to promote change and challenge injustice. Students explore Brecht's devices to achieve this with their own message.	Students explore the concept of gangs and peer pressure through text and off-text work. Exposes students to the way language can be used to create comedy, moments of tension and create subtext and inference for dramatic purposes.
Strategies to engage and maximise achievement of PP learners	<ul style="list-style-type: none"> • Raising pupil aspirations using engagement/aspirational language • Developing social and emotional competencies • Co-operative learning (structured group work) • Opportunities for visual, aural and kinaesthetic learning • Key terminology/ Aspirational quotes on display • Enrichment opportunities; school production, theatre trips & other performance opportunities 		
Cross Curricular Links (Authentic Connections with other curriculum)	Life skills: Y8 HT5 & Y9 HT4, HT6 Crime, Y8 HT4 Gangs	Life skills: Y8 HT5 & Y9 HT4, HT6 Crime, Y8 HT4 Gangs	English: Analysis scripts
Key Assessments	Students will have built on their skills learnt in year 7 & begin to develop an appreciation of theatre styles, genres & practitioners. They will further develop their use of semiotics & subtext when working with script. At the end of each unit students will be assessed on their ability to use the skills and performance strategies explored in each SOW in a performance environment.		