

**Curriculum Area: Performing Arts Year: 8
2015/2016**

Topics	Year Curriculum	How you can support learning at home, eg. Books, websites, family learning through visits.
<p>Our KS3 programme of study allows students to experience a wide variety of the performing arts.</p> <p>The programme of study for Y8 will focus on a wider area of the arts subjects introducing students to specific styles, forms or techniques. From this, they will be able to build a deeper understanding of the arts. The proposed programme of study also allows students to transfer the skills developed in Y7 and further develop the quality of these.</p> <p>All students will study 2 of the arts subjects (dance, drama or music) for three half terms each. This forms part of the Performing Arts rotation plan. At the end of Y8, students will opt for one arts subject to study throughout Y9.</p> <p>Key skills that include;</p>	<p>Year 8 Music:</p> <p><u>Module 1: Hooks and Riffs</u> The first scheme of work in music will allow students to develop their understanding of how hooks, riffs and repeating ideas are used in a variety of genres. They will learn about riff, ground bass and hooks. They will build performances of pieces that employ hooks, riff and ground bass as well as compose ideas of their own, They will learn to recognise these devices in a variety of piece.</p> <p><u>Module 2: World Music</u> In this module, students will develop their cultural and historical understanding of two important world music genres, Reggae and Blues. They will learn about the historical background of these genres as well as understanding the social context of the music. They will perform and compose a variety of pieces in both styles and learn about the technical features of the music such as walking bass, blues scale and 'one drop' rhythm.</p> <p><u>Module 3: Brit Pop</u> In this unit, students will learn about the popular music tradition of Britain. They will be able to place into historical context the importance of British pop and rock music over the past 80 years. They will perform a variety of pieces from bands and artists who made British music so world influential as well as compose pieces in styles such as Indie, Punk or Ska. Students will complete a research topic about one artists of genre from the tradition.</p>	<p>Students can access a variety of online websites to develop their understanding of music notations, chord playing & the elements of music.</p> <p>http://oneminutemusiclesson.com/ http://www.wikihow.com/Learn-Keyboard-Notes http://keychord.com/ http://bandcoach.org/chordProgs.html</p> <p>If students do not have a keyboard at home, they can explore melody and harmony using a virtual keyboard at ; http://www.bgfl.org/</p> <p>Students can read about the music of the Caribbean and find out about other related styles such as ska, dub-step and rock-steady as well as the cultural background to reggae music.</p> <p>http://www.how-to-play-reggae.com/What-are-the-characteristics-of-reggae.html http://www.bobmarley.com/ http://www.bbc.co.uk/religion/religions/rastafari/history/reggae.shtml</p> <p>The music department is open most lunchtimes for students to practise their skills and rehearse in groups.</p>

confidence, team work, communication, problem solving, independence and creativity remain an integral part of performing arts lessons in Y8.

Year 8 Dance:

Module 1: Dance and Performance skills

This scheme of work allows students to build on their creativity from Y7 and will revise core dance skills. They will continue to explore a range of actions, space, dynamics and relationships. Students will however be challenged to do this using more complex sequences.

Module 2: Dance Styles 1

Within the second scheme of work for Y8, students will explore dance of varied styles. They will explore either the street or jazz style. Within this scheme of work, students will also further develop their performance skills including; accuracy, focus, extension and timing. Assessment will focus on the demonstration of these skills within performance.

Module 3: Dance styles 2

Within this final scheme of work for Y8, students will explore an additional dance style to ensure they are broadening their understanding of dance development. They will now explore the rock 'n' roll style. Within this scheme of work, students will also further develop their performance skills including; accuracy, focus, extension and timing with an additional focus on characterisation in dance. Assessment will focus on the demonstration of these skills within performance.



Year 8 Drama:

Module 1: Commedia Dell 'Arte

Within this unit of study, students will explore the style and characters of Commedia Dell Arte to develop their knowledge of this style. Commedia Del Arte allows students to explore stereotypical characters to create a foundation of basic characteristics. Students will specifically work with the following skills in order to fully experience this comedic style;

- Exaggeration
- Characterisation
- Chorus
- Dramatic Gesture and poise
- Vocal tone and volume

Assessment for this scheme of work will focus on students devising their own Commedia Del Arte style performance.

Module 2: Issue- Based

This unit is based on devising a performance from stimuli based on a current issue. Students will explore the ideas and issues in depth. They will then use a range of drama techniques to create, develop and refine their performance piece.

Module 3: Musical Theatre

The aim of this unit is to enable learners to take part in a performance of musical theatre. Learners will rehearse a role (or roles) which require them to use acting, singing and dancing skills in a musical theatre performance.

Learning outcomes
(experiential learning)

On completion of this unit a learner should:

- Understand a role or roles in a musical theatre work
- Be able to apply the appropriate performance skills
- Be able to rehearse for a role in a musical
- Be able to perform a role in a musical. (performing)

