

Curriculum Knowledge Map 2022-23



Year 8	AUTUMN	
Topics	DANCE IN ADVERTISING	ZOOINATION
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> Know the reasons why dance is used as an effective marketing tool Understand how different genres of dance can be more effective than others 	<ul style="list-style-type: none"> How urban dance can be used as a story telling tool How choreographers can use to approach text to stage conventions and know how to select and stage the most appropriate devising techniques to be able to explore the style and genre of the text. Know what staging type and positioning creates best effect to communicate to an audience.
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> Create movement phrases that are tailored to specific foci, such as genre, intention, and products Be able to describe key components of the adverts studied Analyse and evaluate successful use of choreographic content Communicate intention and meaning to an audience through a well-structured performance 	<ul style="list-style-type: none"> Create tension and atmosphere in a performance Perform character intention with sophistication and detail Work as a team to create a performance which shows a clear intention Perform work showing an understanding of stylistic qualities of Urban Dance
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Choreographic devices Contemporary Urban dance</p>	<p>Stimulus Misogyny Stereotypes</p>
<p>Assessment</p>	<p>1. A teacher assessed practical performance</p>	<p>1. A teacher assessed practical performance</p>
<p>Diversity</p>		<p>Social responsibility, toxic masculinity and misogyny and gender stereotypes are all explored.</p>



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Year 8	SPRING	
Topics	SWANSONG	IDENTITY
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> Understand the context of Christopher Bruce's 'Swansong' and know how the themes of political prisoners/prisoners of conscience are used Know how to create emotionally sensitive pieces of dance. Understand the importance of approaching themes with sensitivity and empathy 	<ul style="list-style-type: none"> The issues affecting young people in places of war How children are recruited into fighting in wars The reason why children are explicitly targeted Understand the themes and issues within the play text 'Fugee' To understand the importance of approaching such sensitive topics with empathy
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> Create movement that encompasses their character clearly, considering the use of body language, facial expression and proximity Create movement Show sensitivity and empathy by listening to and responding to and respecting peers 	<ul style="list-style-type: none"> Create devised performances based on the issues surrounding the theme of child soldiers To use script as a springboard to devise their own original pieces Show sensitivity, maturity and respect when exploring the topic To write a perform powerful monologues To adapt poetry into a practical performance
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Injustice Human Rights Hierarchy Repetition</p>	<p>Armed conflict Recruitment Monologue</p>
<p>Assessment</p>	<ol style="list-style-type: none"> A teacher assessed practical performance A peer assessed performance Spelling test 	<ol style="list-style-type: none"> A teacher assessed practical performance A peer assessed performance Spelling test
<p>Diversity</p>	<p>All students engage with activities that require them to think outside of their own cultural experience and understand the importance of shared cultural knowledge.</p> <p>Explore creative approaches to taking action on problems and issues to achieve intended purposes. Understanding that all forms of</p>	<p>All students engage with the issues surrounding child recruitment in war.</p> <p>Looking at the mental implications of war upon young people involved. The topic takes the students all over the world.</p>



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prejudice and discrimination must be challenged at every level in our lives.

Year 8	SUMMER	
Topics	PROFESSIONAL DANCE WORKS	RESPONDING TO STIMULI
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> • How to approach reading and performing a script – Understand the conventions of stage directions, tone, language style, cues, character, plot, and structure. • Know how to use memory skills to learn lines such as chunking, running lines with another person, using cues, making a recording etc. • Know how to approach and develop understanding of effective interpretation and intention. Know and apply sophisticated acting skills such as status, age, facial expression, body language and movement in order to create a believable character. 	<p>The elements/ conventions of Gothic Horror:</p> <ul style="list-style-type: none"> ➤ Set in a haunted castle or house ➤ A damsel in distress ➤ An atmosphere of mystery and suspense ➤ There is a ghost or monster ➤ The weather is always awful ➤ Dreaming/nightmares ➤ Burdened male protagonist ➤ Melodrama <p>Know the technical elements of Drama:</p> <ul style="list-style-type: none"> ➤ props ➤ sound effects ➤ music, scenery ➤ costumes ➤ makeup ➤ lighting <ul style="list-style-type: none"> • Know what technical elements of Drama to select in order to create appropriate tension and atmosphere • Know how to use and adapt script extracts to create tension and atmosphere appropriate for performing in the Gothic Horror style through effective selection of devising techniques, acting skills and technical elements



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<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> • Create tension and atmosphere when performing their script. To sustain character while showing an understanding of the tension and danger of their character’s situation. • Interpret their character successfully by adopting the appropriate use of acting skills in a performance. Show effective use of acting skills to further enhance tension and character relationships. • Explore their character by positively approaching character development exercises. • Use empathy and maturity and correct language choices so that, as part of an ensemble, you can explore racism with sensitivity and honesty • Be open to draw from or share personal opinion and experiences 	<ul style="list-style-type: none"> • Perform a believable character creating tension and atmosphere through the use of sound, staging, space and lighting • Explore a new genre with openness, be willing to take risks and step out of performance comfort zone • Explore technical and theatrical possibilities to create and explore technical and theatrical possibilities • Work collaboratively, appointing roles within your group, to create a successful presentation of Gothic Horror
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Dilemma Hot seating Interpretation Empathy</p>	<p>Gothic Gobo Gauze Atmosphere Meta Theatre Supernatural</p>
<p>Assessment</p>	<ol style="list-style-type: none"> 1. A teacher assessed practical performance 2. A peer assessed performance 3. Spelling test 	<ol style="list-style-type: none"> 1. A teacher assessed practical performance 2. A peer assessed performance 3. Spelling test
<p>Diversity</p>	<p>The characters in Ghost Boys explore multiple roles and responsibilities in society through storytelling and that making positive relationships and contributing to groups, teams and communities is important.</p> <p>Students show respect and empathy for the Ghost Boys and others who have faced similar fates at the hands of the police.</p> <p>Students explore the concept of white privilege.</p> <p>Students are encouraged to lead progress towards racial justice throughout this unit.</p>	<p>Religion and superstition</p> <p>Treatment of women in 1900s – marriage, children, adoption.</p>



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	<p>They are active citizens who engage with discussions around anti-racism.</p> <p>Students are conscious of other perspectives</p>	
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