

Subject: Dance/Drama

Year group: 8

Department Curriculum Vision: *Through participation and exploration in the Performing Arts, all students will be able to perform, create and analyse enabling them to become creative thinkers and confident communicators.*

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	Drama- '7 Deadly Sins' Exploration of this topic through a range of stimuli. Devising, character development, performance and analysis. Continued embedding and layering of key Drama terminology, collaborative and independent work • To know what a stimuli is (7 deadly sins in this case) • To know examples of vocal, physical and spatial performance skills • To know how to write a monologue • To know how to annotate a script text using performance skills terminology	Drama- 'Charlie and the Chocolate Factory' Exploration of the plot, themes, characters and relationships through performance, devising and analysis • To know the significant character in Charlie and the chocolate factory and their personality traits/ relationships • To know the key themes within the script • To know what a rehearsal technique is
Skills: (know how...)	• To know how to create, embody and showcase characters influenced by the 7 deadly sins • To know how to create and devise a short scene using drama techniques to communicate a theme/ idea • To know how to peer and self assess effectively using key drama terminology	• To know how to develop a character using rehearsals techniques • To know how to using a script text directly to create a performance using staging and performance skills • To know how to rehearse and perform a given text to engage an audience

Key vocabulary	Key vocabulary- role play, engagement, Stanislavski, still images, narration, thought tracking, slow motion, enthusiasm, stay in role, reaction/ response to other characters	Key vocabulary- characters, mood, atmosphere, themes, stage directions, animalisation, scene objective, structure, hot seat, rehearsal techniques, staging
Mid Term Assessment	To devise a short scene creating characters that communicate the theme 'SIN' using performance skills. Peer assessed/ feedback given.	Develop a character and perform a short scene from Charlie and the Chocolate factory in groups from a script. Peer feedback.
End Term Assessment	To devise and perform a 2 scene play inspired by one or two of the seven deadly sins as a theme using the techniques highlighted. Assessed on performance skills. Teacher feedback given and time for self reflection to create personal targets.	To devise and perform 2 scene play inspired by one of the themes explored in Charlie and the Chocolate factory. Assessed on characterisation. Teacher feedback given and time for self reflection to create personal targets.
	Spring 1	Spring 2
Content: (Know what...)	Dance- 'Dance by Chance' Exploration of actions, dynamics, space and relationships through the rolling of a dice to improvise and create dance routines. Focus on creativity, musicality and audience awareness. • To know what technical skills are in dance • To know what makes an effective warm up • To know a stimulus/i is in dance	Drama- 'Seeking Refuge' Drama scheme exploring the journey of a family who become refugees through various Drama techniques and performance skills • To know what a refugee is • To know the definitions of the drama techniques explored • To know what makes an effective character in role

Skills: (Know how...)	- To know how to use 'chance' (dice) to choreograph a dance motif using actions, space, dynamics and relationships (technical skills) - To know how to use an image stimulus to create a motif using technical skills - To know how to improve and perform the dance pieces using expressive skills	- To know how to 'imagine' themselves in another person's position and emphasise with emotions to help create a character - To know how to put these emotions into performance skills - To know how to work collaboratively to create scenes of a narrative journey using the drama techniques
Key vocabulary	Key vocabulary- stimulus/i, dance by chance, technical skills- action, space, dynamics, relationships. Expressive skills- spatial awareness, projection, focus and musicality.	Key vocabulary- drama techniques, still image, thought tracking, narration, unison, soundscape, choral speaking, marking the moment, ensemble, placards, climax, anti climax,
Mid Term Assessment	In groups, choreograph and perform a short 'dance by chance' piece using technical and expressive skills. Peer assessment/ feedback	In groups, perform to peers what has been created so far the soundscape, still images and choral speaking
End Term Assessment	In groups, choreograph and perform a dance piece inspired by the image using technical and expressive skills Write the definition of the key terms in the booklet. Teacher feedback/ self reflection	In groups, devise and perform a short drama piece which tells the story of a family of refugees and their journey using drama techniques. Assessed on performance skills and characterisation.
	Summer 1	Summer 2
Content: (Know what...)	Drama- Monologues and duologues Script work, developing quality of performance and characterisation looking at the practitioner Stanislavski To know what the difference is between a monologue and a duologue	Drama- 'Wicked the musical' Exploration of plot, themes and characters through script work and improvisation. To know the key characters and themes in Wicked the musical

	- To know at least 3 examples of vocal, physical and spatial skills - To know what effective characterisation looks like - To know what an engaging performance looks like	- To know the meaning of the keys terms - To know what effective characterisation looks like - To know what an engaging performance looks like
Skills: (Know how...)	- To know how to perform an effective monologue and duologue - To know how to develop a character and rehearse from a script - To know how to write a script (either monologue or duologue) and use stage directions to bring it to life	- To know how to create and develop a character inspired by Wicked - To know how to use performance skills to bring extracts from the show to life - To know how to devise using dialogue/ images/ themes from Wicked the musical
Key vocabulary	Key vocabulary- monologue, duologue, character intention, imagery, tone, mood, rehearsal technique	Key vocabulary- plot, themes, characters, protagonist, emotion memory, (REP) relationship, emotion, memory, directing, vocal intonation, contrast
Mid Term Assessment	Individually, perform a monologue from a script to a peer and give feedback to each other based on performance skills	In groups, perform a creative take on song lyrics from Wicked using vocal intonation to make the words and sounds engaging
End Term Assessment	In pairs or individually, devise and perform either a monologue or duologue to a bigger audience. THis can either be inspired by a chosen script or written from scratch. Either way, the theme/ message and characters must be clear and it must engage the audience	In groups, devise/ use script to perform a scene from Wicked using performance skills with clear vocal intonation plus the use of creative space and physicality to being the text to life

Additional information

Homework	Examples of tasks set throughout the year- Written tasks in booklets- key terminology/ drama skills retrieval, reflection on classroom performances Research/ independent findings on a professional company. Students are given a website and list of questions to answer by collating information Using key terms, answer a 4 mark exam question (new GCSE exam spec) directing an actor on how they might use vocal skills in a given scene
Extra curricular and enrichment opportunities	Attend Drama and Dance clubs- key stage 3 Drama club, Northwood Dance Company and Saracen's dance company. Participate in Christmas and Summer showcases or the school production which runs every other year. Participate in workshops, events and watch performances at Northwood.
Useful links that will support learning	Link to year 8 folder/ schemes- https://drive.google.com/drive/folders/0By8oENprwebvRXMxakxpckxnSTA?resourcekey=0-SphP5jwrlgJQt0qk1FC5cA
How parents can support learning	Monitor Show My Homework and google classroom (for some tasks only). Please encourage them to attend extra curricular clubs and take part in opportunities. Participate in external dance/ drama groups.