



Scheme of Work SUBJECT: **Performing Arts** YEAR – 8
2 x 55 minute lessons per week

	Autumn 1 <i>Keyboard Skills 3</i>	Autumn 2 <i>Keyboard Skills 4 - Blues Music</i>	Spring 1 <i>The Crucible</i>
Key concepts	Continue developing knowledge and understanding of practical keyboard skills and sight-reading notation from Year 7. Focus will be on accuracy and fluency of the melody as well as ability to apply chords to the music. Students also take part in listening activities at the start of the lesson to help develop their ear-training.	Continue developing knowledge and understanding of practical keyboard skills and sight-reading notation. Focus will be on accuracy and fluency of the melody as well as ability to apply chords and/or a walking bass line to the music. Students also take part in listening activities at the start of the lesson to help develop their ear-training.	Develop knowledge and understanding of Arthur Miller's 'The Crucible' and the Salem witch hunt before performing part of the play in front of the class.
Themes	Applying what was learnt in Year 7, students to perform 'Karma Chameleon' on keyboards. Students will listen to 1980's based music at the start of the lesson to familiarise themselves with the genre of music that they will be studying. This piece is slightly more demanding than 'Keyboard Skills 2' as it has more use of faster paced note values as well as more frequent chord changes, challenging the students to develop their co-ordination skills further. Again, this piece contains both major and minor chords.	Although titled 'Keyboard Skills 4', this is an insight into the origins of Blues music. Students develop their knowledge and understanding of the origins and history of Blues music and how it has played a crucial role in today's society. Students listen to a variety of Blues pieces of music, as well as demonstrating their understanding of the structure of a Blues song through their Blues IST (see below). Students then apply this knowledge of notation, chords and bass lines to the piece 'Spot the Dot Blues' which they will perform on keyboards.	As well as applying the drama skill sets learnt in Year 7, students will be expected to read the play and will also have the opportunity to watch a version of 'The Crucible' in order to have a good understanding of the play and the Salem witch trials. Students will analyse the different character roles before being put into groups and expected to perform their extract to the class
Challenge	To perform the piece accurately and fluently, paying attention to the use of the faster paced notes and the more frequent change of chords.	To perform both a melody in their right hand and a walking bass line in their left hand to develop their co-ordination skills. As well as understanding the 12-bar Blues structure, some students may go on to improvise a melody of this particular chord sequence.	To memorise all of their lines as their chosen character as well as applying all of the drama skills studied to date to a high standard. There will also be an opportunity to demonstrate leadership skills as this will be a group work module.



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Support	Students are provided with a version of the music with letters to help them sight-read as well as an expectation of the focus just being on the right hand (melody). Note-finders on keyboards can also be used.	Students are provided with a version of the music with letters to help them sight-read as well as an expectation of the focus just being on the right hand (melody). Note-finders on keyboards can also be used.	Students will be expected to show basic drama skills but will be able to have the scripts with them if needed
Literacy focus	Tempo, dynamics, texture and types of instruments to be explored during starter/TOE listening activities.	Tempo, dynamics, texture and types of instruments to be explored during starter/TOE listening activities. 12 bar blues, chord structure, walking bass line.	Heavy literacy focus as students will be expected to read and understand the text.
Numeracy focus	Applying skills learnt in Autumn 1, students will be expected to perform accurate note values by counting the correct number of beats in a bar as well as developing their sense of rhythm.	Students will again be expected to perform accurate note values by counting the correct number of beats in a bar as well as developing their sense of rhythm. This is a bit more complex having a walking bass line alongside a syncopated melody.	N/A
Cross-curricular links	Literacy skills (English), key terminology (Italian/language skills), co-ordination skills (PE), performing skills.	Literacy skills (English), key terminology (Italian/language skills), co-ordination skills (PE), performing skills, counting skills (Maths) history of the slave trade (History)	Literacy skills (English), key terminology (language skills), performing skills, understanding of the Puritans and the Salem witch trials of the 17 th century (History).
SMSC & MBV	Respectful of each other's performances, trust, social interaction, morally supporting one-another. Building confidence by working together and performing in front of peers.	Understanding of the slave trade and the impact of this style of music in today's modern world. Equality. Respectful of each other's performances, trust, social interaction, morally supporting one-another. Building confidence by working together and performing in front of peers.	Respectful of each other's performances, trust, social interaction, morally supporting one-another. Building confidence by working together and performing in front of peers. Understanding of spiritualism through the Puritan era and witchcraft, trust.
Assessments	Each solo performance is recorded as video evidence so students can watch their performances back and evaluate through	Each solo performance is recorded as video evidence so students can watch their performances back and evaluate through	Students are expected to perform the above skills accurately through video evidence as well as watching back their



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	verbal feedback. There are also opportunities for peer assessment throughout the module.	verbal feedback. There are also opportunities for peer assessment throughout the module.	performances and providing verbal feedback.
Out of School learning		Blues Music IST – Students to write a diary as a slave on their way to America. They then have to write lyrics to their own Blues song as well as chords and melody for the challenge students.	

	Spring 2 <i>Vocal skills</i>	Summer 1 <i>Reggae Music</i>	Summer 2 <i>Physical Theatre and Improvisation</i>
Key concepts	Develop accuracy of pitch, harmony and rhythm through a variety of vocal exercises. Students will be introduced to the basics of vocal training leading towards singing and sight-reading a vocal piece of music.	To develop knowledge and understanding of practical performance skills and sight-reading notation through the topic of Reggae music. Students will learn about the history of Reggae music before working towards a group performance of a piece called 'Monday Mornin' Students also take part in listening activities at the start of the lesson to help develop their ear-training.	To develop knowledge and understanding of non-verbal communication through Physical Theatre and improvisation. Students will learn how to tell stories and develop physical skills so that the audience are able to interpret their story-telling skills.
Themes	Students will look at the basics involved when preparing to sing, such as body positioning, body language, breath control, pronunciation. Whilst listening to one another, they will try to develop their own voices with regards to the accuracy of pitch as well as building confidence. A variety of	Students will learn about the origins of Reggae music from Jamaica (Ethiopia) and apply their understanding through practical skills which will include a vocal melody, chords played on the 'off-beat' (either on keyboards or guitars), a bass riff (either on a bass guitar or on keyboards) and syncopated rhythm played on	Applying some of what was learnt in Spring 1, students will perform a variety of physical theatre skill sets, helping to provide them with the building blocks needed to tell/interpret a story. Students will watch a Physical Theatre group called 'Frantic Assembly' to help show them the



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	warm up exercises will help to improve their accuracy of pitch, rhythm and confidence before they start looking at an Eastern European church liturgy piece called 'Aliluija' (Hallelujah). This is a 4-part harmony piece which is approached dependent on vocal ranges available and helps students develop their listening skills as well as harmony skills.	percussion. Students will focus on accuracy of melody, fluency as well as accuracy of timing to create a successful performance.	skills. Over the course of the topic, they will be given a photograph taken by a photographer called Kevin Carter which they will in turn have to interpret it's meaning before devising a choreographed story behind it.
Challenge	To be able to sing a melody line accurately and confidently on top of at least two or more other sung parts, unaccompanied.	To be able to sing the melody line of 'Monday Mornin' as well as playing their chosen instrument at the same time, making sure it is accurate, fluent and in time.	To use as many skill sets learned as possible but to recreate the photograph using extensive creative skills as well as demonstrating good leadership skills whilst in a small group.
Support	Opportunities for students to sing simpler melodies and have their vocal parts played on the piano whilst they sing.	Students are provided with a basic musical score to work from and may use their music on stage when performing if needed.	Students will be provided with examples of movements to help scaffold their learning.
Literacy focus	Pronunciation of cultural words used.	Pronunciation of song lyrics sung accurately	Physical theatre terminology such as 'Round-By Through', 'Hymns Hands', 'Chair Duets'
Numeracy focus	Students will be expected to sing the correct note values for the correct amount of time.	Counting and playing the correct note values for the correct amount of time.	N/A
Cross-curricular links	Key words (MFL), literacy (English), counting (Maths), exploring different parts of the world (Geography), spiritual elements (RE)	Literacy (English), and history of the 12 Tribes of Israel (History)	Literacy skills (English), key terminology, co-ordination skills (PE), performing skills, photograph and photographer from another country and from the past from (Geography/History)
SMSC & MBV	Spiritual elements where the music is linked to God, social interaction for	Cultural understanding of Rastafarians, their spiritual connection with music and how they	A powerful piece of photography which looks at poverty, civil war and suicide.



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	successful performance, cultural elements of Eastern European church music.	originated from Ethiopia, social interaction of group work and performance, trust, respect.	
Assessments	Each group performance is recorded as video evidence so students can watch their performances back and evaluate through verbal feedback. There is also opportunities for peer assessment throughout the module.	Each group performance is recorded as video evidence so students can watch their performances back and evaluate through verbal feedback. There are also opportunities for peer assessment throughout the module.	Each group performance is recorded as video evidence so students can watch their performances back and evaluate through verbal feedback. There are also opportunities for peer assessment throughout the module.