



# Subject: Performing Arts

Year 8

## Curriculum Overview

**Intent:** Dance: By the end of the year, students will have a developed understanding of dance history and of the progression of dance over time. Students will have developed their understanding on how choreography is developed and devised and will have greater confidence in their dance ability. Students will begin to develop their understanding of dance narrative, and how dance can not only be used to convey emotion and feeling but also to tell a story. Students will use their prior knowledge to develop their own piece of choreography using poetry as a stimulus, showcasing their understanding of narrative performance.

*Acting: By the end of the year, students will have a developed understanding of drama history and of the progression of drama over time. Students will have developed their understanding on how acting is developed and devised and will have greater confidence in their acting ability. Students will begin to develop their understanding of narrative, and how drama can not only be used to convey emotion and feeling but also to tell a story. Students will use their prior knowledge to develop their own piece of drama using a stimulus, showcasing their understanding of performance.*

*Musical Theatre: By the end of the year, students should increase their knowledge of Musical theatre through expanding their knowledge of genre, style, repertoire, practitioners and have developed their skills and techniques in Musical Theatre performance, increasing their abilities in character development and nurturing their interpretative skills.*

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
<b>Core Course</b> <b>Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<b>CORE 1: Skills- Teacher Led</b> Have expanded their knowledge of skills and techniques, beginning to combine these together to create a piece of Dance.	<b>CORE 1: Skills- Pantomime</b> Have expanded their knowledge of skills and techniques, beginning to combine these together to create a piece of Drama	<b>Option 1: Styles- MT Genres</b> Be introduced to musical theatre practitioners, and their relevant style	<b>Option 1: Styles- MT Blood Brothers</b> Be introduced to a musical focusing on its style.	<b>Core 2: Devising- War Poetry</b> Understand the building blocks required to devise an original piece of dance, from aims and intentions to audience impact.	<b>Core 2: Devising from a Stimulus</b> Understand the building blocks required to devise an original piece of drama, from aims and intentions to audience impact.

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Additional support links:	<a href="#">Dance Composition</a>  <a href="#">Big Picture</a>	<a href="#">History of Pantomime</a>	<a href="#">BBC Bitesize</a>  <a href="#">Musical Theatre meaning and explanation video</a>  <a href="#">Musical Theatre compilation video.</a>  <a href="#">Musical Theatre styles</a>  <a href="#">Musical Theatre styles - video</a>	<a href="#">BBC Bitesize</a>  <a href="#">Musical Theatre meaning and explanation video</a>  <a href="#">Musical Theatre compilation video.</a>  <a href="#">Musical Theatre styles</a>  <a href="#">Musical Theatre styles - video</a>	<a href="#">Bitesize</a>	<a href="#">Bitesize</a>
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>• Work alongside a choreographer to produce a developed piece of choreography. Developing their understanding of creative intentions.</li> <li>• Ability to work within a group format sharing and collaborating ideas.</li> <li>• Evaluating and peer assessing</li> </ul>	<ul style="list-style-type: none"> <li>• The history of pantomime and it's placement in the history of theatre.</li> <li>• The elements of the style as a performance concept and how it is used in practice.</li> <li>• Using the skills and techniques to enable learners to devise their own pantomimes.</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction to Musical Theatre Dance styles and repertoire</li> <li>• Understanding of key musical theatre dance styles.</li> <li>• A clear understanding of different genres and styles of theatre.</li> <li>• Developing performance skills and working</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction to Musical Theatre Acting styles and repertoire</li> <li>• Understanding of key musical theatre acting styles.</li> <li>• A clear understanding of different genres and styles of theatre.</li> <li>• Developing performance skills and</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of how to devise choreography in groups from a stimulus. Discovering how dance can be generated from poetry as inspiration.</li> <li>• To be able to abstract ideas from stimulus. To be able to see beyond what is 'right</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of how to devise drama in groups from a stimulus. Discovering how drama can be generated from a variety of stimuli as inspiration.</li> <li>• To be able to abstract ideas from stimulus. To be able to see beyond what is 'right</li> </ul>

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	work, focusing on critical thinking and improvement.		collaboratively. Recognising stylistic features of Musical Theatre Dance and having exposure of different repertoire.	working collaboratively. Recognising stylistic features of Musical Theatre and having exposure of different repertoire.	in front of you' <ul style="list-style-type: none"> <li>To be able to think deeply and question the obvious. To then be able to portray that deeper knowledge through dance.</li> </ul>	in front of you' <ul style="list-style-type: none"> <li>To be able to think deeply and question the obvious. To then be able to portray that deeper knowledge through acting.</li> </ul>
<b>Skills:</b>	Collaboration and Teamwork skills Physical performance skills	Collaboration and Teamwork skills Vocal and physical performance skills Theatre Techniques (Levels/proxemics/transitions/status)	Knowledge, understanding and application of practitioner's style	Knowledge, understanding and application of practitioner's style	Abstraction of ideas from stimulus Structuring of performance Application of at least one skill from Core 1 Aims and intentions Audience impact	Abstraction of ideas from stimulus Structuring of performance Application of at least one skill from Core 1 Aims and intentions Audience impact
<b>Common Lexicon:</b>	Unison Cannon Isolation Focus Dynamics Confidence Accuracy Development Structure Repetition	Cross-cutting Split-Screen Flash-back Transitions Levels Proxemics Space Status Posture Sound	Practitioner Influences Style Application Key features Performance Quality Style Confidence Voice	Practitioner Influences Style Application Key features Performance Quality Style Confidence Voice	Character Theme Structure Characterisation Audience impact Techniques Aims Intention Practical exploration	Character Theme Structure Characterisation Audience impact Techniques Aims Intention Practical exploration

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	Fluidity Ensemble	Pitch Pace Pause Tone Volume	Movement	Movement	Stimulus	Stimulus
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