

CURRICULUM OVERVIEW FOR YEAR 8

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Swansong		Street Dance		Matrix	
	Commedia Dell'arte		Urban Legends (Sweeney Todd)		Alice (Physical Theatre)	
	Develop ideas: Research Christopher Bruce (Rambert), Physical Theatre, Melodrama, Commedia dell'arte, Naturalism and Choreographic Intent. Allow pupils to develop their own response to theatre practitioners.					
Create, Perform, Respond.						
Knowledge	Recall information learnt in contemporary dance and the work of Christopher Bruce Trio and small group work. How to use a prop effectively. How to use your voice effectively. Physicality and safety whilst rehearsing and performing Stage presence Self-reflection.		Investigate the origins of Street Dance Storytelling through movement Recall and refine improvisation skills, Performing for an audience Learning lines.		Recall knowledge of the five dance actions Prepare formal presentations and debates Informal group or pair discussions Individual and group improvisation and performance Devising, scripting and performing plays.	
	Experiment with a range of approaches, produce different outcomes and play with language, engage in specific activities that develop speaking and listening skills, make extended contributions, individually and in groups, develop speaking and listening skills through work that makes cross-curricular links with other subjects, watch live performances in the theatre wherever possible to appreciate how action, character, atmosphere, tension and themes are conveyed, participate actively in drama workshops and discuss with actors, playwrights, directors and other drama professionals the impact and meaning of different ways of performing and staging drama, wherever possible, speak and listen in contexts beyond the classroom.					
	Students must use speaking and listening to develop reading and writing. They must evaluate and respond constructively to their own and others' performances,					
Skills	<ul style="list-style-type: none"> • Take on different roles within a group • Give a reasoned personal opinion on their own and others' work (Evaluation of performances) • Students are encouraged and supported to try more challenging activities • Vital skills such as discussing and devising, reviewing, refining and completing will help equip pupils for the world of work • Taking responsibility for own learning in a group • Problem solving (Individual and group); Pair work • Encourages independent and creative thinkers and reflective learners. 					
Key Marked Piece (Summative Assessments in bold)	Trio performance - using a prop	Melodrama performance - stock characters	Street Dance - key features of SD	Scripted performance	Choreographic skills	Physical theatre skills

Vocabulary

Soundscape, Levels, Proxemics, Dramatic Tension, Atmosphere, Characterisation, Audience Awareness, Isolation, Movement, Stock characters, 15th and 19th century, Trio, Levels, Contact.

Musical Theatre, Ensemble, Characterisation, Singing, Acting, Staging Configurations, Staging Positions, Pointing, Locking, Locking, Leaping, Robot.

Rehearsal, Performance, Stimulus, Comedy, Suspense, Fragmentation, Characterisation, Impact, Theatre in Education, Target Audience, Motif, Speed, Composition, Direction.