

Year Group:8	Subject: Performing Arts	Term: Spring 2020
<p>Dance: Hip-hop (Jan – Feb)</p>	<p><i>End Point: To be able to perform a tutting sequence in the given style, with accurate dynamics, rhythm and timing. To understand and identify the characteristic features of hip-hop dance.</i></p> <ul style="list-style-type: none"> • Students will learn and recreate a tutting sequence • Students will learn and recreate a finger tutting sequence • Students will research and study the characteristic features of hip hop and the style’s heritage • Students will choreograph their own tutting sequence using the appropriate techniques learnt • Students will link together the sequences into a structured dance 	<p style="text-align: center;">Assessment</p> <p>Students will perform the structured dance that incorporates all of the taught and choreographed tutting sequences. They will also write a self-assessment of their final performance.</p>
<p>Drama: Scripted Drama (Feb – Easter)</p>	<p><i>End Point:</i></p> <ul style="list-style-type: none"> • Understand the key techniques of the Kneehigh Theatre Company and use them in a short performance of extracts from Hansel and Gretel by Carl Grose ▪ Students will read and explore the play Hansel and Gretel by Carl Grose ▪ They will research and study the techniques of the theatre company ‘Kneehigh’ forming opinions on their work and applying it to their own performance work ▪ Students will develop their characterisation skills using voice and movement to bring characters to life in performance ▪ Students will begin to explore the other elements of performance such as lighting, sound, set design and puppetry building on the knowledge learned in term one. ▪ Students will examine physical theatre and how they can use it to tell stories in the theatre ▪ Students will look at using music and song in theatre to communicate directly with the audience as part of non-naturalistic theatre. 	<p>Students will perform a select scene in a group with others incorporating all of the techniques learned throughout the unit. They will then write a self-assessment of their work ensuring that they use key subject terminology.</p>
<p>Music: Minimalism (Jan – Feb)</p>	<p><i>End Point: To compose and perform a piece of music that demonstrates minimalist techniques</i></p> <ul style="list-style-type: none"> • Describe and identify the features of minimalist music • To play a piece of minimalist music as part of an ensemble • To create a piece of music using minimalist techniques 	<p>For both units, students will perform a final piece at the end of the term.</p>
<p>Music: Ukuleles (Feb – Easter)</p>	<p><i>End Point: To be able to play a piece of music on the ukulele in the given style, with accurate pitch, rhythm and timing</i></p> <ul style="list-style-type: none"> • Know and identify the parts of a ukulele • Develop knowledge of chord boxes and TAB notation • Know the stylistic features of traditional Hawaiian music • Play chords and melody on the ukulele as part of a duet 	<p>They will also complete an end-of-topic knowledge quiz.</p>

