

Year Group: 8		Subject: Performing Arts	Term: Autumn 2021
		Assessment	
<b>Drama: Scripted (September – October)</b>	<ul style="list-style-type: none"> <li>• <b>End Point:</b> Students will perform using the skills of the Kneehigh theatre company in their work</li> <li>• Students will develop understanding of the techniques of the Kneehigh Theatre Company</li> <li>• They will study how puppetry and song can add to theatrical communication</li> <li>• They will explore and use a range of vocal performance skills to interpret a character for performance. Examples include pitch, pace and pause.</li> <li>• They will explore and use a range of physical performance skills to interpret a character for performance.</li> </ul>	Students will perform a section from the play Hansel and Gretel by Carl Grose, demonstrating their knowledge of Kneehigh and their understanding of the techniques. They will also write an evaluation of their performance work.	
<b>Drama: Devising</b>	<ul style="list-style-type: none"> <li>• <b>End Point:</b> Students will create an original piece of drama using a stimulus and Frantic Assembly performance techniques</li> <li>• Students will study the work of the Frantic Assembly Theatre Company and understand their techniques and their style of drama</li> <li>• Students will then explore through rehearsal the various techniques to use to create a relationship on stage e.g. chair duets or push-pull</li> <li>• Students will explore the concept of musicality and use it in their performance work</li> </ul>	Students will rehearse and create a piece of work inspired by Frantic Assembly, choosing their own soundtrack. They will also write up and evaluation of their work.	
<b>Music: Music of Africa (September-October)</b>	<b>End Point:</b> understand and be able to perform examples of two contrasting musical traditions from Africa <ul style="list-style-type: none"> <li>• Students will explore isicathamiya singing from South Africa, and perform a traditional South African song</li> <li>• Students will explore West African djembe drumming, developing their understanding of rhythm and pulse</li> <li>• Students will work in groups to build compositions that explore rhythm, texture and call and response</li> </ul>	Formative assessment will focus on the practical element and the students' contribution to whole class and group tasks. In group work situations, emphasis is placed on peer-to-peer feedback as well as teacher guidance. Students evaluate their own performance both as an individual and as part of a group. In the Video Games unit, students evaluate their own compositions and consider how they might improve them.	
<b>Music: Video Games (November-December)</b>	<b>End Point:</b> compose music for a video game <ul style="list-style-type: none"> <li>• Students will explore 8-bit and chiptune music, using software to compose in this style</li> <li>• Students explore a variety of genres of video game music, and will learn to play some famous examples</li> <li>• Students will use software to compose a piece of music for a video game scene</li> </ul>		