

Year Group:8	Subject: Performing Arts	Term: Summer 2021
		<b>Assessment</b>
<b>Dance: Dance Appreciation</b>	<p><i>End Point: Students will be able to communicate their opinions about the success of a professional dance work.</i></p> <ul style="list-style-type: none"> <li>• Students will be learning to appreciate a professional dance work through the process of watching, learning sections of movement and discussing.</li> <li>• Students will learn how to analyse the constituent features that make up the elements of a dance performance including the movement content, the use of dancers, the staging, lighting, costume and aural setting</li> <li>• Students will work collaboratively to deliver a presentation that describes and explains key characteristics of the style used in the dance and give an interpretation of meaning behind movements as well as make a judgement about the importance of the different constituent features in the success of the work.</li> </ul>	At the end of this unit, students will deliver their group presentation that communicates their opinions on the professional dance work. Students will be assessed on their use of vocabulary and understanding of the constituent features.
<b>Drama: Devising</b>	<ul style="list-style-type: none"> <li>• <i>End Point: Students will develop their understanding of theatrical styles through a focus on Frantic Assembly. They will create and perform using Frantic Assembly techniques</i></li> <li>• Students will explore the history and development of the Frantic Assembly theatre company and understand their place in the development of theatre historically.</li> <li>• Students will then take part in a series of workshops practically developing the techniques of the company such as chair duets, round-by-through and push-pull.</li> <li>• They will also learn about layering as a devising technique building a story starting with one movement</li> <li>• From their learning students will devise a piece of work in a Frantic Assembly style focussing on movement techniques and soundtrack choices to communicate with the audience</li> </ul>	At the end of the unit students will perform their piece of Frantic Assembly inspired theatre and will also write a self-evaluation of their work.
<b>Music: Stomp (April-May)</b>	<p><i>End Point: Students will build and perform on their own instruments</i></p> <ul style="list-style-type: none"> <li>• Students will learn about a range of instruments and how each one works and produces different pitches and timbres</li> <li>• Students will learn about groups such as STOMP and The Junk Orchestra, and design and build their own instruments from recycled materials</li> <li>• Students will develop their understanding of rhythm and rhythmic notation</li> <li>• Students will produce polyrhythmic ensemble performances using their DIY instruments</li> </ul>	At the end of the unit students will perform their polyrhythm ensemble performances. They will evaluate both their instrument and their performance.
<b>Music: Band Project (June-July)</b>	<p><i>End Point: Students will form ensembles to arrange, rehearse and perform a popular song</i></p> <ul style="list-style-type: none"> <li>• Students will learn to play a four chord sequence on guitar</li> <li>• Students will explore arranging skills to accommodate other instruments (e.g. if students want to bring in own instruments)</li> <li>• Students will develop their understanding of harmony, melody, texture and timbre when arranging and rehearsing their pop song performances</li> </ul>	At the end of the unit students will perform their pop songs in their groups. They will write an evaluation of their own contribution and their performance as a group.