



## Subject Curriculum Overview for Academic Year 2022/2023

Subject: Performing Arts		Subject Leader: Julie Kyle	Year Group: 7	SPRING TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<b>Vocal skills</b>	<p><b>END POINTS</b></p> <ul style="list-style-type: none"> <li>• Students will use a range of vocal skills in performance</li> <li>• Students will use specific voice vocabulary</li> </ul> <p><b>Knowledge checkpoints</b></p> <ul style="list-style-type: none"> <li>• Understand how voice communicates with an audience through using the key techniques such as pitch, pace, pause and tone</li> <li>• Understand how to take care of their voice using warm-ups and projection</li> <li>• Understand the key terms in voice listed in key vocabulary and apply them</li> </ul>	Pitch Pace Pause Tone Intonation Volume	Final performance showcasing a range of vocal skills.	
<b>Men in Black</b>	<p><b>END POINTS</b></p> <ul style="list-style-type: none"> <li>• Can perform a more complex dance in a whole class formation facing the audience</li> <li>• Can show awareness of timing and count the music</li> <li>• Can use dynamics to show the style</li> <li>• Can use facial expression and posture appropriately</li> </ul> <p><b>Knowledge checkpoints</b></p> <ul style="list-style-type: none"> <li>• Know and understand the following choreographic devices:- Unison, Canon, Formations and Pathways</li> <li>• Apply their knowledge and understanding of dance characterisation</li> <li>• Know and understand the stylistic features of the dance style taught</li> </ul>	Formation Timing Dynamics Expression Posture Unison Canon Pathways	Final performance of a dance demonstrating accuracy of the taught sequence.  End of term multiple choice test on key knowledge.	

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Subject: Performing Arts		Subject Leader: Julie Kyle	Year Group: 8	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Shakespeare	<p><b>END POINTS</b></p> <ul style="list-style-type: none"> <li>Students will perform in Shakespeare’s language</li> <li>Students will use movement and facial expression to communicate meaning</li> <li>Students will know the stories of 6 Shakespeare plays</li> </ul> <p><b>Knowledge checkpoints</b></p> <ul style="list-style-type: none"> <li>identify where Shakespeare fits in to the drama timeline from Greek to Contemporary</li> <li>how to interpret meaning using facial expression, gesture, movement and vocal skills to communicate with an audience</li> <li>Why Shakespeare wrote his plays and for whom he wrote them.</li> </ul>		Literary canon Shakespeare Voice Movement Expression Language	Final performance from a Shakespeare play.
Lion King	<p><b>END POINTS</b></p> <ul style="list-style-type: none"> <li>Can perform a more complex dance in formation projecting to the audience</li> <li>Can show awareness of timing and count the music</li> <li>Can use dynamics and posture to show the style</li> <li>Can use facial expression and transitions between dance phrases to link movements.</li> </ul> <p><b>Knowledge checkpoints</b></p> <ul style="list-style-type: none"> <li>Know and understand the stylistic features of African dance</li> <li>Know and understand how to structure a dance using motifs and motif development</li> </ul>		Motif Motif development Transitions Stylistic qualities Isolations Flexed feet	Final performance of a dance in the style of African dance  End of term multiple choice test on key knowledge.

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### How parents can support learning in the subject this academic year

Encourage children to take part in the Arts through the wide programme of clubs including the school production.  
See as much theatre as possible including online.  
Talk to children about the dramatic skills being shown in television or film you are watching together.

### Recommended Reading

Jeanette Nelson – The Voice Exercise Book  
Barbara Houseman – Finding Your Voice  
William Shakespeare’s Star Wars by Ian Doescher  
Horrible Histories Gruesome Guide to Stratford – Terry Deary  
Horrible Histories Wicked Words – Terry Deary  
Manga Shakespeare – Various authors

### Points to note

The best way to improve your skills in performing arts is to get involved. As well as joining in with extra-curricular at school seek out other opportunities provided by local theatre such as Malvern and Hereford Courtyard.  
All students are welcome to take part in clubs and activities at JMHS regardless of skill or ability.  
Performing Arts are a fantastic way to improve and develop your communication, inter-personal and problem-solving skills too.