Subject: PERFOR	MING ARTS Subject Leader: JULIE KYLE	Year Group: 7	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
SILENT MOVIES	 Students will understand the key performance skills of the Silent Movie style Students will demonstrate understanding by performing in the Silent Movie style Students will understand the importance of movement and facial expression in performance Knowledge checkpoints Identify the techniques used in silent movies such as cliffhanger or slowburn Understand the physical skills of silent movies such as facial expression, gesture Understand how silent movies developed on screen 	Slapstick Reaction shots Slow burn Cliffhanger Movement Facial expression	Final performance of a silent movie style piece.
DANCE EVOLUTION	 END POINTS Students can perform a dance with a range of steps in clear formations facing the audience Students can perform in time with the music Students know what the basic dance actions are called Students can hold a clear beginning and end position. Knowledge checkpoints Know and understand the evolution of different dance styles including the Charleston, Jive, Disco, Hip Hop and Tutting. Understand the physical skills of balance, timing, alignment and coordination Understand a basic structure for a dance by learning sections of dance and linking them together 	Gesture Jump Turn Travel Transfer weight Stillness Alignment Balance Co-ordination Isolations Timing	Final performance of a dance incorporating the styles explored. End of term multiple choice test on key knowledge.

Subject: Performing Arts Subject Leader: Julie Kyle		Year Group: 7	SPRING TERM	
Topic		Key Learning Points	Key Vocabulary	Assessments
Vocal skills	 Students will u Knowledge checkp Understand hotechniques such Understand hotechniques 	se a range of vocal skills in performance se specific voice vocabulary oints w voice communicates with an audience through using the key h as pitch, pace, pause and tone w to take care of their voice using warm-ups and projection e key terms in voice listed in key vocabulary and apply them	Pitch Pace Pause Tone Intonation Volume	Final performance showcasing a range of vocal skills.
Men in Black	 END POINTS Can perform a more complex dance in a whole class formation facing the audience Can show awareness of timing and count the music Can use dynamics to show the style Can use facial expression and posture appropriately Knowledge checkpoints Know and understand the following choreographic devices:- Unison, Canon, Formations and Pathways Apply their knowledge and understanding of dance characterisation Know and understand the stylistic features of the dance style taught 		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.

Subject: Perfor	ming Arts	Subject Leader: Julie Kyle	Year Group: 8	SUMMER TERM
Topic		Key Learning Points		Assessments
Shakespeare	 Students will use in Students will known. Knowledge checkpoint identify where Shan Contemporary how to interpret in skills to communication. 	orm in Shakespeare's language movement and facial expression to communicate meaning of the stories of 6 Shakespeare plays Its akespeare fits in to the drama timeline from Greek to meaning using facial expression, gesture, movement and vocal cate with an audience wrote his plays and for whom he wrote them.	Literary canon Shakespeare Voice Movement Expression Language	Final performance from a Shakespeare play.
Lion King	 Can show awaren Can use dynamics Can use facial exp movements. Knowledge checkpoin Know and underst 	re complex dance in formation projecting to the audience ess of timing and count the music and posture to show the style ression and transitions between dance phrases to link ets and the stylistic features of African dance and how to structure a dance using motifs and motif	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.

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.