Subject: Perform	ning Arts Subject Leader: Julie Kyle	Year Group: 8	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
Devising with Frantic Assembly	<ul> <li>Students will understand some of the Frantic Assembly theatre company techniques</li> <li>Students will perform using the skills of the Frantic Assembly theatre company in their work</li> <li>Students will create an original piece of drama using a stimulus and Frantic Assembly stylistic features</li> <li>Knowledge checkpoints</li> <li>Recall the techniques of the Frantic Assembly Theatre Company</li> <li>Know which techniques to use to create a relationship on stage e.g. chair duets or push-pull</li> <li>Understand what musicality is and use it in their performance work</li> </ul>	Chair duets Round-by-through Fluff Push-pull Spatial awareness Focus Observation Non-naturalistic Layering Emotion	Performance of final devised piece
Musical Theatre (Bugsy Malone)	<ul> <li>END POINTS</li> <li>Students will understand the key skills for a triple threat performer in Dance, Song and Acting</li> <li>Students will work within the musical theatre style to create a piece of work inspired by Bugsy Malone</li> <li>Students understand the development of the musical theatre genre</li> <li>Knowledge checkpoints</li> <li>Recall the basic dance elements</li> <li>Explain why musical theatre developed</li> <li>Recall key vocabulary in vocal and physical skills</li> </ul>	Vaudeville Musical Triple threat Libretto Jazz	Performance of musical theatre piece.  End of term multiple choice assessment on key knowledge learned this term.

Subject: Perform	ng Arts Subject Leader: Julie Kyle	Year Group: 8	SPRING TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
The Woman in Black	<ul> <li>END POINTS</li> <li>Students will have a basic understanding of lighting, sound, costume and set design techniques</li> <li>Students will develop characterisation to create atmosphere in performance</li> <li>Students will explore and develop skills in multiroling</li> <li>Knowledge checkpoints</li> <li>Students will understand the operation of lighting and sound equipment</li> <li>Students will describe lighting and sound using subject specific vocabulary</li> <li>Students will understand the horror genre in theatre</li> </ul>	Atmosphere Mood Colour LED Lighting operator Sound operator Set designer Intensity Angle Texture Material Status Condition	Performance of scenes from The Woman in Black including technical elements.
Hip-Hop Dance	<ul> <li>END POINTS</li> <li>Students can perform a hip hop dance in time with the music facing the audience</li> <li>Students can apply stylistic features of hip-hop dance including isolations, precise angles and contrasting dynamics</li> <li>Students can exaggerate movement</li> <li>Students can hold a clear beginning and end position effectively.</li> <li>Knowledge checkpoints</li> <li>Students will know and understand the hip-hop stylistic features and techniques including tutting, popping, locking and waaking</li> <li>Students will know and understand the historical context of hip-hop</li> <li>Students will know and understand choreographic terminology such as motif and motif development</li> </ul>	Tutting Popping Locking Waaking Isolations Motif Motif development Unison Canon Transition	Performance of a hip-hop style dance.  End of term multiple choice assessment on key knowledge learned this term.

Subject: Perform	ing Arts	Subject Leader: Julie Kyle	Year Group: 8	SUMMER TERM
Topic		Key Learning Points Key Vocabulary		Assessments
Showcase	<ul> <li>END POINTS</li> <li>Working to a brief, students will create a product which ties together their learning in performing arts. This could be a performance piece or a lighting design for example</li> <li>Students will perform, analyse and evaluate their end product</li> <li>Students will understand the input of a variety of theatre makers in making performances successful</li> </ul>		Brief Creativity Imagination Analysis Evaluation Performance	Performance of their end product.
	Recall the key vocabu	espond to a creative brief lary from the previous two years or an effective performance		
Site Specific Theatre	<ul> <li>consideration difference</li> <li>Students will plan, pe</li> <li>Students will underst</li> <li>Knowledge checkpoints</li> <li>Students will know are theatre in education</li> <li>Students will recall the</li> </ul>	udents will create a site-specific performance taking into not types of performance spaces rform, analyse and evaluate their performance and the genre of theatre in education and understand the features of site-specific theatre and the key vocabulary from the previous two years to success criteria for an effective performance		End of term multiple choice assessment on key knowledge learned this term.

#### 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**

The Woman in Black by Susan Hill

The Frantic Assembly Book of Devising

https://www.franticassembly.co.uk/frantic-digital

National Theatre All About Theatre book

Hamilton - The Revolution - Lin-Manuel Miranda

Write your own scripts - Andrew Prentice and Matthew Oldham

#### 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.