

# Performing Arts Year 8 Curriculum Overview



## **Year 8 Overview**

### **Year Overview:**

Throughout Year 8 we continue to work on creating a safe space to share opinions, ideas and develop performance skills. We work on a 1:1 basis with each student to ensure that individual progress is personalized. With students being able to acknowledge their own success and areas to develop.

In Year 8 students are to continue to explore Drama skills and techniques. We recap on the knowledge gained in Year 7 and give a further insight into each topic. The skills gained in Year 7 will be applied to a text, a stimulus or a style of theatre. Interleaving the skills and techniques throughout the curriculum to secure knowledge and make progress.

Throughout the year we explore the vast range of styles, focusing on gaining a further understanding of theatre and Drama techniques. We begin the year with improvisation, this is accessible to all and requires learners to use their imagination. Improvisation is the first building block in Drama that supports other styles of theatre such as script work, devising and physical theatre. Providing students with an understanding of improvisation gains confidence, develops performance skills and requires learners to think on the spot.

The year provides the students with a range of topics that chunk the learning with styles being revisited each term to secure the skill. Students use the improvisation skills to develop stories based on an image, and then progresses to them taking a text and turning the improvisation into a devised performance. The next term focuses on script work, where students develop an understanding of the importance of plot, theme and issues to tell a story. This term allows the focus to be on developing acting skills and techniques such as tone of voice, pace, pitch and volume. Exploring physical skills to support the development of characters and storytelling in performance.

We end the year with students applying all skills gained into a final project. Students are given a brief to respond to, this covers an issue in society and the focus is on Theatre in Education. Combining improvisation skills and script work to work independently on devising their own piece of Theatre in Education.

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## **Improvisation**

Students are required to generate ideas, share ideas and work in a team to develop performance using freeze frames, improvising scenes and plot points. The term is made up of a series of practical workshops to gain improvisation skills and confidence. Students will use a range of images, news headlines and props to create improvisation, gaining an understanding of how to structure an idea for performance; beginning, middle and end. This leads onto the rise in climax of a story and how we communicate this through acting skills and characterisation.

### **Assessment:**

-Students assess their initial ability and knowledge using a skills audit, this is then completed part way through the process and at the end of the project.

- Teacher observations or workshops an rehearsals

- Performance. The students are required to perform back to the class. This is assessed by the teacher using the assessment criteria. Students are required to give peer feedback based on the assessment criteria, to help students to make progress.

- Evaluation. Each student will complete an evaluation to document the process and the progress they have made. This will also highlight areas for development.

### **Links to other subjects:**

Links made to national calendar dates/ PSHE/ Current affairs/ Geography

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## **Storytelling:**

As a class we look at stories and the key features of cultural stories. Students gain storytelling skills and techniques through drama games and workshops to improve their tone of voice, articulation, facial expressions and performance technique.

They will explore a story, looking at the creative intention, characters, themes, and issues. We explore the script through practical workshops, breaking down the script and rehearsing key sections to make a full performance. Students gain physical skills such as facial expression, body language, movement and gesture. Vocal skills such as tones of voice, character voice, articulation, pace and diction.

The scenes are filmed, and the students watch the performance back reflecting on their role. Finally, they create a written evaluation, reflecting on the targets set at the start of the project and making new targets to increase progress. This project is largely dependent on students applying the knowledge gained in Year 7 and Year 8 Term 1a.

## **Assessment:**

-Students set key targets for the term based on the feedback received last lesson. They will self-assess their progress each term to ensure they are making progress.

- Teacher observations or workshops an rehearsals

- Performance. The students are required to perform back to the class. This is assessed by the teacher using the assessment criteria. Students are required to give peer feedback based on the assessment criteria, to help students to make progress.

## **Links to other subjects:**

Links made to English

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## Script Work:

Students are given the script *The Boy in The Striped Pajamas*. As a class we watch and read the plot points of the text, breaking down characters, themes and language. Students take part in a range of practical and written workshops to gain a further understanding or acting skills and techniques such as applying tone to text, applying facial expression to text and the use of proxemics. Students are split into groups and given a scene to develop. They apply the techniques gained in Term 1a and 1b to present back their work applying the acting skills and techniques gained. They perform back to the class, gaining feedback and refining the scene.

## Assessment:

- Teacher observations of discussions, workshops and rehearsals
- Performance. The students are required to perform back to the class. This is assessed by the teacher using the assessment criteria. Students are required to give peer feedback based on the assessment criteria, to help students to make progress.

## Links to other subjects:

Links made to English and History

## Physical Theatre

At the start of this project students complete a skills audit to assess their prior knowledge and ability. During this project, we explore the features of physical theatre defining what it is and the skills and techniques required within this discipline. Students will learn how to warm up their bodies, by following teacher led warm ups, they will create their own and learn how to independently warm up. Practical workshops give students the knowledge and understanding of how to apply the skill set. They will use a range of resources as a stimulus to create performance material. They will present their work back to the class and receive teacher and peer feedback. The final part of this assessment is a performance using the stimuli toys. In

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groups students will create a piece of physical theatre applying skills and techniques gained such as actions, space, dynamics in addition to body language, facial expression and proxemics.

## **Assessment:**

- Students assess their understanding of the topic and ability at three points throughout the term; the start the middle and end.
- Teacher observations or workshops an rehearsals
- Performance. The students are required to perform back to the class. This is assessed by the teacher using the assessment criteria. Students are required to give peer feedback based on the assessment criteria, to help students to make progress.

Links to other subjects: Dance, PE, PSHE

## **TIE Community Project:**

Students will explore Theatre in Education looking at the purpose and outcome of this style. They will be split into groups and given a topic to devise theatre from. They will apply the skills and techniques gained throughout the year to the creation of the performance.

Students will use a range of resources such as scripts, photographs, props and facts to devise in their allocated groups. They will perform back to the year 7 cohort in class and assembly to deliver their TIE project collecting feedback from the cohort.

## **Assessment:**

- Students assess their understanding of the topic and ability at three points throughout the term; the start the middle and end.
- Teacher observations or workshops an rehearsals

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- Performance. The students are required to perform back to the class. This is assessed by the teacher using the assessment criteria. Students are required to give peer feedback based on the assessment criteria, to help students to make progress.

- Evaluation: Create an evaluation based on the skills gained over the term and progress made throughout the full academic year.

Links to other subjects: Dance, PE, PSHE, English

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;"><b>1-6 (Autumn 1)</b></p>	<p><b>Improvisation</b></p>	<ul style="list-style-type: none"> <li>- Develop improvisation skills through warm up activities and workshops</li> <li>- Improve self-confidence by fully preparing in class</li> <li>- Generate ideas based on a range of stimuli</li> <li>- Discuss and share ideas with others</li> <li>- Gain an understanding of how to structure an idea</li> <li>- Use structure; beginning, middle and end to structure your story ready for performance.</li> <li>- Apply acting skills and techniques to the performance such as facial expression, body language, tone of voice, characterisation.</li> <li>- Performance skills</li> </ul>	<p>-Students set key targets for the term based on the feedback received last lesson. They will self-assess their progress each term to ensure they are making progress.</p> <p>- Teacher observations or workshops an rehearsals</p> <p>- Performance. The students are required to perform back to the class. This is assessed by the teacher using the assessment criteria. Students are required to give peer feedback based on the assessment criteria, to help students to make progress.</p>
<p style="text-align: center;"><b>7-13 (Autumn 2)</b></p>	<p><b>Storytelling</b></p>	<ul style="list-style-type: none"> <li>- Explore the key features of stories looking at cultural and festive traditional stories</li> <li>- Use improvisation to predict freeze frames of images to gain ideas for performance</li> <li>- Explore storytelling techniques; tone of voice, articulation, diction, character voice and accent.</li> <li>- Performance technique – staging a performance, focus throughout, staying in character and working in an ensemble.</li> <li>- Performance skills</li> </ul>	<p>-Students set key targets for the term based on the feedback received last lesson. They will self-assess their progress each term to</p>

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		<ul style="list-style-type: none"> <li>- Peer Feedback</li> <li>- Self-reflection – reflect on your performance and input this term, setting targets to improve on your practice.</li> </ul>	<p>ensure they are making progress.</p> <ul style="list-style-type: none"> <li>- Teacher observations or workshops an rehearsals</li> <li>- Performance. The students are required to perform back to the class. This is assessed by the teacher using the assessment criteria. Students are required to give peer feedback based on the assessment criteria, to help students to make progress.</li> </ul>
<p><b>14-18 (Spring 1)</b></p>	<p><b>Script work:</b> The Boy in The Striped Pajamas</p>	<ul style="list-style-type: none"> <li>- Students will revisit the targets that they set last and make these the focus of their personal development.</li> <li>- Learners are given a range of scripts to develop skills in acting.</li> <li>- This term we will recap on the script reading skills gained this term looking at the structure in the change of style of theatre.</li> <li>- Students will take part in blocking workshops to establish movement on stage on and off and in character.</li> <li>- Students will gain a further understanding of the characters, analysing character profiles and the emotions the characters feel.</li> <li>- They will apply this knowledge to a series of acting workshops. Students will focus during rehearsal to apply tone of voice, accent, and volume to their performance. Applying the correct facial expression and body language to the character to communicate the emotions they feel.</li> <li>- In groups the students will perform back to peers, receiving and giving constructive feedback to enhance progression.</li> </ul>	<p>Teacher observations of discussions, workshops an rehearsals</p> <ul style="list-style-type: none"> <li>- Performance. The students are required to perform back to the class. This is assessed by the teacher using the assessment criteria. Students are required to give peer feedback based on the</li> </ul>

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		<ul style="list-style-type: none"> <li>- From the feedback students will review the initial targets set to measure the progress they have made. They will set new targets for the next term.</li> </ul>	assessment criteria, to help students to make progress.
<b>19-24 (Spring 2)</b>	Physical Theatre	<ul style="list-style-type: none"> <li>- The features of physical theatre defining what it is and the skills and techniques required within this discipline.</li> <li>- Warm up techniques</li> <li>- Leadership skills to warm up peers</li> <li>- Use action, space and dynamics to gain a full understanding of how to create performance material.</li> <li>- Use a range of resources as a stimulus to create performance material.</li> <li>- Rehearsal skills and techniques explored; focus, discipline, listening skills, resilience</li> <li>- Performance skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Students assess their understanding of the topic and ability at three points throughout the term; the start the middle and end.</li> <li>- Teacher observations or workshops an rehearsals</li> <li>- Performance. The students are required to perform back to the class. This is assessed by the teacher using the assessment criteria. Students are required to give peer feedback based on the assessment criteria, to help students to make progress.</li> </ul>
<b>25-38 (Summer)</b>	TIE Community project	<ul style="list-style-type: none"> <li>- Students will revisit the targets that they set last and make these the focus of their personal development.</li> <li>- Exploring the concept behind Theatre in Education, what is its purpose?</li> <li>- Students will be given a topic to explore, they will research facts and create a plot line</li> <li>- They will describe the purpose of their performance</li> <li>- Devise the performance using script writing and devising</li> </ul>	<ul style="list-style-type: none"> <li>- Students assess their understanding of the topic and ability at three points throughout the term; the start the middle and end.</li> </ul>

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- Perform back to year 7 form groups/ assemblies
- Evaluate the progress made this academic year.

- Teacher observations or workshops and rehearsals
- Performance. The students are required to perform back to the class. This is assessed by the teacher using the assessment criteria. Students are required to give peer feedback based on the assessment criteria, to help students to make progress.
- Evaluation: Create an evaluation based on the skills gained over the term and progress made throughout the full academic year.