

## Expressive Arts – Curriculum Map

Students will study all topics on a rotation

<p>YR 7 DRAMA</p>	<p><b>TOPIC 1: The Tell-Tale Heart by Edgar Allen Po (baseline assessment)</b>  <b>Knowledge:</b>            To understand how to recall key narrative events.            To demonstrate creative use of skills.            To demonstrate ability to extend the narrative.  <b>SKILLS:</b> Physical theatre, Freeze Frames, SFX, Unison/cannon, Timing, Teamwork and being able to respond to a stimulus</p>	<p><b>TOPIC 2: Ernie’s Incredible Illucinations by Alan Ackbourn.</b>  <b>Knowledge:</b>            To understand the structure of the play and the character’s profiles.            To be able to communicate the characters through effective application of drama skills.            To apply positive group work skills.  <b>SKILLS:</b> Narration, flashback, freeze frame, slow motion, theatre in the round, melodrama</p>	<p><b>TOPIC 3: World War One</b>  <b>Knowledge:</b>            To understand a historical period of time influential to British society.            To empathise with the characters situation to analyse the world we live in today.            To understand how to use their voice to communicate emotion.            To develop knowledge in devising and performance skills.  <b>SKILLS:</b> Thought tracking, the 4P's, Proxemics, split staging, characterisation.</p>
<p>YR 7 DANCE</p>	<p><b>Topic 1: Baseline</b>  <b>Knowledge:</b>            To know the sections of a safe warm up: Mobility, Aerobic, Stretch.            To know action based terminology and examples of movement to include in composition: releve, plie, alignment, chasse, arabesque, seat roll, parallel.            To know how to develop a motif  <b>Skills:</b>            Discipline in terms of strategies of learning choreography.            Performance skills; Focus, musicality, expression, spatial awareness            Compositional skills: elevation, gesture, turn, travel stillness, formation, level, direction, canon, unison</p>	<p><b>Topic 2: Jazz</b>  <b>Knowledge:</b>            To understand the origins of Jazz dance including the concept of prohibition. To know key steps and stylistic features in Jazz  <b>Skills:</b>            An ability to identify effective performance and composition. Peer and self assessment skills.            Performing Jazz steps: Isolations, Thrusts, Crazy knees, Box step, Crazy legs, Rock step, Kicks &amp; Flicks            Applying developed compositional skills: Pathways, Contact, Contrast, Question &amp; Answer, Retrograde, Mirroring, Accumulation</p>	<p><b>Topic 3: Haka</b>  <b>Knowledge:</b>            To understand the origins and artistic intention of the Haka.            To know the stylistic features of the Haka            To develop knowledge in composition and performance.  <b>Skills:</b>            An ability to identify effective performance and composition. Peer and self assessment skills.            Performing dynamic qualities and physical skills: Vocal projection, strength, core control, isolation            Applying developed compositional skills: Lead and Follow, Question &amp; Answer, Retrograde, Accumulation.</p>
<p>YR 7 MUSIC</p>	<p><b>Baseline</b>  <b>Knowledge:</b>            To know that an appropriate use of structure, variety of textures and timbre is key to a successful performance.  <b>Skills:</b>            To demonstrate an understanding of ensemble skills and through good use of timing and fluency.            To demonstrate appropriate use of the elements of music such as structure, texture and timbre.             during whole group and small group work.</p>	<p><b>Topic 1: STOMP</b>  <b>Knowledge:</b>            To introduce a performance company ‘Stomp’ and share their cross-curricular intent. To understand the fundamentals of performance through rhythmic development in simple time signatures. To develop knowledge in composing and performing successfully.  <b>Skills:</b> To demonstrate an understanding of ensemble skills through good use of timing and fluency. To demonstrate appropriate use of the elements of music to improve audience engagement.            Perform in an expressive way, with a sense of commitment and originality.            Apply composing techniques such as Call and Response, Unison, Canon, polyrhythm, Apply leadership skills</p>	<p><b>Topic 2: Jazz</b>  <b>Knowledge:</b>            To know how to read and perform simple notation in 4/4 time on the keyboard            To know key concepts such as triad chords/melody line/bass line and vocals)            To know how to warm up the vocal chords effectively  <b>Skills:</b>            To develop keyboard skills: Triad chords, bass notes, flats/sharps, finger placement            To develop ensemble skills through good use of timing and fluency from one phrase to another            To develop singing skills: Projection, accurate note placement, harmony, chest/head voice</p>

YR 8 DRAMA	<p><b>TOPIC 2: Darkwood Manor</b></p> <p><b>Knowledge:</b> To understand how to respond to a stimulus and how to develop material in the same style, genre and atmosphere. To develop creative approach to devising and performing.</p> <p><b>SKILLS:</b> Physical theatre, SFX, Freeze Frames, Narration, Thought tracking, vocal and physical skills, Teacher-in-role, mime and slow motion.</p>	<p><b>TOPIC 3: Virtual World</b></p> <p><b>Knowledge:</b> To reflect upon the influence Media has upon the world we live in. To understand how to work 'off-text' showing reflection upon the issues explored in the text. To develop creativity through applied use of skills and performance techniques.</p> <p><b>SKILLS:</b> Thought tracking, comedy skills, melodrama, vocal and physical skills, improvisation, repetition, slow motion, narration.</p>	
YR 8 DANCE	<p><b>Topic 1: Baseline</b></p> <p><b>Knowledge:</b> To know action based terminology and examples of movement to include in composition: Ronde jambe, retire, first position, attitude. To know key skills required for contemporary dance.</p> <p><b>Skills:</b> Physical skills: Balance, Alignment, strength, isolation, coordination, stamina, posture, extension, control, flexibility, mobility. Compositional skills: elevation, gesture, turn, travel stillness, formation, level, direction, canon, unison</p>	<p><b>Topic 1: Sport Fusion</b></p> <p><b>Knowledge:</b> To understand the concept of a stimulus to develop action, spatial and dynamic content. To know a range of key action content</p> <p><b>Skills:</b> An ability to identify original performance and developed composition Peer and self assessment skills. Performing skills in styles such as tutting, hip-hop, b-boy and contemporary Applying complex combinations of compositional skills including: Pathways, Contact, Contrast, Question &amp; Answer, Retrograde, Mirroring, Accumulation</p>	<p><b>Topic 1: Into The Hoods</b></p> <p><b>Knowledge:</b> To know professional repertoire and understand how narrative can come from a stimulus and form the structure for a piece of work To know how to apply professional choreographic approaches</p> <p><b>Skills:</b> An ability to interpret professional work through analysis of movement components as well as costume, set and lighting Performance skills enhanced by production elements such as projection and emphasis Physical skills through the development of a wider movement vocabulary</p>
YR 8 MUSIC	<p><b>Baseline Assessment:</b></p> <p><b>Knowledge:</b> To know that an appropriate use of structure, variety of textures and timbre is key to a successful performance. To know the fundamentals of pulse and time signatures</p> <p><b>Skills:</b> To demonstrate an understanding of ensemble skills and through good use of timing and fluency. To demonstrate appropriate use of the elements of music such as structure, texture and timbre.</p>	<p><b>Topic 1: Rhythms of the World – African drumming (Djembe)</b></p> <p><b>Knowledge:</b> To understand the origins of African drumming. To know the stylistic features and techniques of Djembe drumming. To understand the fundamentals of performance through rhythmic development in simple time signatures.</p> <p><b>Skills:</b> To demonstrate an understanding of ensemble skills through good use of timing and fluency. To demonstrate a range of Djembe drumming techniques Perform in an expressive way, with a sense of commitment and originality. Apply composing techniques such as Call and Response, Unison, Canon, polyrhythm,</p>	<p><b>Topic 2: Wonderwall/Popular Music</b></p> <p><b>Knowledge:</b> To know how to read a lead sheet (regarding the timing and use of triad chords) To know simple notation and key concepts such as bar lines, key signatures, repeat signs. To know how to warm up the vocal chords effectively</p> <p><b>Skills:</b> To develop keyboard skills: Triad chords, bass notes, flats/sharps, finger placement To develop singing skills: Projection, accurate note placement, harmony, chest/head voi</p>

YR 9 DRAMA	<p><b><u>Topic 1: Blood Brothers by Willy Russell.</u></b></p> <p><b>Knowledge:</b>          To know the impact of the 1980s recession upon Liverpudlian working class families, due to the political rein of Margret Thatcher.          To explore Epic Theatre drama techniques such as direct address, multi-role play and cyclical structure to communicate the themes of the play.          To demonstrate understanding in the core performance skills explored at Level 2 Performing Arts (drama)</p>	<p><b><u>Topic 2: Teechers by John Godber and Brechtian theatre</u></b></p> <p><b>Knowledge</b>          To understand different staging techniques to directly address the audience using creative skills to engage audiences more interactively.           To relate learning from the previous two play texts by applying Brecht’s theory of Epic Theatre into an original devised piece of work.</p>
YR 9 DANCE	<p><b>Some Like It Hip Hop (Zoonation)</b></p> <p><b>Knowledge:</b>          To understand the stylistic features of musical theatre hip hop dance.          To understand the concept of creating choreography with props and using theme.          To know a grid based choreographic process.          To develop knowledge in performance</p> <p><b>Skills:</b>          An ability to identify effective performance and composition. Peer and self-assessment skills.          Performing expressive skills with a focus on timing, spatial awareness and energy and emphasis</p>	
YR 9 MUSIC	<p><b>Topic 1: Computer and Video Game Music</b></p> <p><b>Knowledge:</b>          To know the history of computer and video games and how the sounds and graphics developed over time (8-bit/16-bit/chiptune)          To know the key terms associated with computer and video game music; Ground theme, Character theme, decision motif, sound effects)          To know simple notation and durations through keyboard performance</p> <p><b>Skills:</b>          To explore the use of jumping bassline, staccato, chromatic movement, syncopation, and the elements of music to compose their own character theme.          To develop keyboard skills: use of finger placement, unison with partner, melody line, bass line          To develop timing and fluency in paired performance work</p>	<p><b>Topic 2: Blues</b></p> <p><b>Knowledge:</b>          To know the history/context of the blues and the close relation to jazz.          To understand the difference between blues music and other genres of music.          To know the key terms associated with the Blues: walking bassline, improvisation, imitation, syncopation,</p> <p><b>Skills:</b>          To explore keyboard skills further through use of improvisation          (repetition/phrasing/extension/movement between octaves) and developing more complex rhythms (triplets/syncopation)          To explore leadership skills within group ensemble/whole class rehearsal</p>

<p>Year 10 Performing Arts (Music &amp; Drama)</p>	<p><b>Unit 2: Mock Project: HOME</b></p> <p>Formal introduction to the synoptic exam process. Mock Controlled assessment time staggered in between workshop skill development. Working as part of an ensemble and as a solo artist. Solo skills introduced and material devised/composed for assessment.</p>
<p>Year 10 Dance</p>	<p><b>Component 2: Developing Skills and Techniques in the Performing Arts</b> Improvements and resubmissions for Motown</p> <p><b>Component 2: Developing Skills and Techniques in the Performing Arts</b> Learning Aim B: Know the skills and techniques appropriate for rehearsal and performance; New Repertoire: Janet Jackson Together Again.</p> <p><b>Component 2: Developing Skills and Techniques in the Performing Arts</b> Learning Aim B: Know the skills and techniques appropriate for rehearsal and performance</p> <p><b><u>'Together Again' Final assessment</u></b> Learning Aim B: Performance</p>