

	Year 8 Dance/Drama					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 2	Summer Term 2
BIG Q Content (max 5)	Exploring a range of dance, movement, vocal and acting skills to communicate a story. The musical theatre focus will fall in line with the end of year school show to build more engagement in the production and continue to create a more holistic whole school production.	Continue exploring musical theatre in practice while exploring a range of creative industry careers which support in the effective performance of the production. Students will have the opportunity to focus on developing a character in line with the theme and focus on key skills of projections and confidence development.	Students will look at a range of stage and screen genres and explore the differences of the two. These will include famous works and practitioners from silent moves, pantomime and Shakespeare works. Students will experiment with genre-specific techniques enabling them to recognise how performance styles have evolved and continue to influence contemporary theatre and film.	Students will develop the knowledge of the 'behind the scenes' approaches to generate performance materials along with a virtual tour of a theatre and movie set. During the lesson, students will develop their communication, collaboration and performance skills in adapting their acting to suit different theatrical and cinematic contexts.	Students will be extracting information from a series of set stimulus (poem, image, song lyric) students must either choreograph or devise a piece of theatre/dance using a range of different devises and drawing upon skills already discovered as part of the spiral curriculum.	Drawing on the skills develop throughout key stage three so far, students will have the opportunity to develop skills in either dance or drama to create their own professional work, similar to that required in the options subject at Key Stage four. Students will develop skills on feedback and how to develop.
Vocabulary (max 10) Please log into MAPPER to support your child to learn these words	1. Theatre 2. Choreographer 3. Performance 4. Coordination 5. Transition 6. Formation 7. Unison 8. Canon 9. Expression 10. Dynamics	1. Rehearsal 2. Technical 3. Strength 4. Flexibility 5. Alignment 6. Elevation 7. Gesture 8. Confidence 9. Musicality 10. Control	1. Audience 2. Character 3. Monologue 4. Duologue 5. Narrator 6. Melodrama 7. Pronunciation 8. Interaction 9. Articulation 10. Communication	1. Intentions 2. Upstage 3. Downstage 4. Costume 5. Thought-tracking 6. Flashback 7. Hot-seating 8. Cross-cutting 9. Atmosphere 10. Control	1. Improvisation 2. Levels 3. Directions 4. Audience 5. Pathways 6. Relationships 7. Space 8. Focus 9. Stimulus 10. Movement	1. Reflection 2. Evaluation 3. Summarize 4. Practitioner 5. Creative intention 6. Theme 7. Genre 8. Choreographer 9. Director 10. Resilience
Catholic Link	Dignity of work - All work should be valued and appreciated, highlighting the strengths and positives within the performances to generate a more positive outlook.	Solidarity - Use ensemble work to show cooperation, trust and supporting one another. Explore stories about standing with people facing injustice.	Common good - Create performances where characters must make decisions that benefit the whole community rather than themselves.	Rights and responsibilities - Exploring the roles and responsibilities of performers and the effects this has.	Option for the poor - Exploring choreography which explores social struggles. Discussion of how dance is used to support charity and fundraising events.	Participation - Ensure every student has an opportunity to contribute through acting, directing, writing, designing or technical theatre, demonstrating that everyone's gifts are valued.
Careers Link	Company dancer - Performing with established classical, contemporary, or musical theatre companies on stage tours.	Health care professional via dance – Using dance and movement to aid health and nutritional benefits and ensure individual benefits.	Costume designer - a creative professional responsible for designing the clothing and accessories worn by actors in film, television, and theatre.	Arts administrator - These roles typically involve managing operations, budgets, and creative direction of shows and venues.	Dramatherapist - Using roleplay, theatre, and drama techniques to facilitate psychological therapy and help clients overcome challenges.	Drama Teacher: Inspiring students in schools or colleges, planning performance curricula, and directing school productions
Ways to enrich the year 7 curriculum at home...(max 3) - Keep a Dance and drama journal, students can record; performance you have watched and what stood out, your review of the performance and character ideas. - Visit public cultural venues – Trips to museums, galleries and historical sites provide inspiration for characters, costumes and storytelling. - Develop voice and speech – Practice reading aloud for 10 – 15 minutes a week, think about pace and projection and explore tongue twisters.						