

Performing Arts PoS: Year 8 HT1 and HT2 - Bollywood Dance

Students will colour code as they work through the scheme of work.

<p>Students will learn about... Accurately replicating basic aspects of Bollywood technique such as posture, grace, hand movements and portraying energy and emotion. Students will choreograph and structure movements in a Bollywood style and take inspiration from professional works. Students will also carry out investigations into the importance of dancing in Bollywood films. Overall, students will engage in performing, observing and evaluating their dance skills in relation to the Bollywood style.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic movement and describe how improvements can be made in the following skills and techniques:</p> <p>Perform basic Bollywood style movements.</p> <p>Accurately perform a range of Bollywood hand gestures.</p> <p>Establish group formations demonstrating limited spatial awareness when dancing.</p> <p>Replicate movements in a Bollywood style which physically interpret song lyrics.</p> <p>Perform Bollywood style movement using different dynamics.</p> <p>Perform Bollywood style movement with good posture.</p> <p>Demonstrate movement memory for short phrases of dance.</p>	<p>Students will be able to perform more advanced movement and explain how improvements can be made in the following skills and techniques:</p> <p>Accurately perform more advanced Bollywood style movements, demonstrating a sense of rhythm and musicality.</p> <p>Accurately perform a range of Bollywood hand gestures with expression.</p> <p>Establish group formations demonstrating good spatial awareness when dancing.</p> <p>Choreograph some movements in a Bollywood style which physically interpret song lyrics.</p> <p>Perform Bollywood style movement using contrasting dynamics demonstrating different speeds.</p> <p>Perform Bollywood style movement with good posture and alignment.</p> <p>Demonstrate good movement memory for multiple dance phrases.</p>	<p>Students will be able to perform and refine complex movement and analyse how improvements can be made in the following skills and techniques:</p> <p>Accurately perform advanced Bollywood style movements demonstrating a sense of rhythm, musicality, energy and fluency.</p> <p>Accurately perform a range of Bollywood hand gestures with expression and elegance.</p> <p>Establish group formations demonstrating excellent spatial awareness when dancing.</p> <p>Choreograph dance motifs in a Bollywood style which physically interpret song lyrics.</p> <p>Perform Bollywood style movement using contrasting dynamics; to demonstrate different speeds and tensions relevant to the theme.</p> <p>Aesthetically perform Bollywood style movement demonstrating excellent posture and alignment.</p> <p>Demonstrate excellent movement memory for extensive dance phrases.</p> <p>Perform Bollywood style movement confidently demonstrating focus and facial expression.</p>
<p>Assessment</p> <p>Continuous teacher observations, student peer observations and self-assessments. Summative assessment will take the form of a final group dance performance.</p>		

Performing Arts PoS: Year 8 HT3 and HT4 - Drama

Students will colour code as they work through the scheme of work.

<p>Students will learn about... Fairtrade. Students will explore what Fairtrade means, what the benefits of Fairtrade are. Students will learn about live advertisement and they will produce their own short TV commercial. Students will also learn how to use techniques such as improvisation in drama through a market stall setting.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to demonstrate basic drama skills and describe how improvements can be made in the following techniques:</p> <p>Perform a basic trading role play using a script for guidance.</p> <p>Take on a character role within a TV commercial.</p> <p>Perform drama scenes using basic vocal techniques such as projection.</p> <p>Use basic movement techniques. Ie. Awareness of posture when moving on stage.</p> <p>Perform basic improvisation for 10-20 with prompting.</p> <p>Apply basic drama techniques such as freeze frame to script writing work.</p>	<p>Students will be able to demonstrate more advanced drama skills and explain how improvements can be made in the following techniques:</p> <p>Perform a basic trading role play effectively using prompt cards.</p> <p>Take on a character role within a TV commercial and apply basic characterisation such as facial expression.</p> <p>Perform drama scenes using more advanced vocal techniques such as changing pitch.</p> <p>Use more advanced movement techniques such as gesture.</p> <p>Perform more advanced improvisation for 20-40 seconds independently.</p> <p>Apply more advanced drama techniques such as flashback to script writing work.</p>	<p>Students will be able to perform and refine complex drama skills and analyse how improvements can be made in the following techniques:</p> <p>Perform a basic trading role play effectively without prompting.</p> <p>Take on a character role within a TV commercial and apply more advanced characterisation such as body language.</p> <p>Perform drama scenes using advanced vocal techniques such as applying accent.</p> <p>Use advanced movement techniques such as proxemics in order to build up tension.</p> <p>Perform advanced improvisation for 1-2 minutes independently demonstrating confidence and application of characterisation throughout.</p> <p>Apply advanced drama techniques such as direct address and split scene to script writing work.</p>
<p>Assessment</p> <p>Assessments will vary between peer, self and teacher assessment. Formative assessment will be constant as feedback given to students. Summative assessments will take the form of a final performance at the end of the unit.</p>		

Performing Arts PoS: Year 8 HT5 and HT6 Music - Intervals - 'Vivaldi' & 'Autumn Leaves'

Students will colour code as they work through the scheme of work.

Students will learn about... Tones & semitones, intervals & their basic qualities (clashing, blended & bare); Performing simple two part pieces based on the interval types explored.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will discriminate between basic interval qualities and perform in a pair as part of a larger group.</p> <p>Be aware of the sound of two notes played together.</p> <p>Understand the difference between tones and semi tones.</p> <p>Perform a part in a piece that uses sharps or flats.</p> <p>Perform a simple part in a full class performance with reasonable accuracy.</p> <p>Be aware of how the interval qualities sound different.</p> <p>Make up a simple piece that has two parts.</p>	<p>Students will identify all the basic interval types. They will perform an individual part as a member of a larger ensemble.</p> <p>Identify the types of sound of simple intervals.</p> <p>Use sharps and flats when describing tones & semitones.</p> <p>Perform a part in a two part piece that uses sharps of flats.</p> <p>Perform one or more sections of a piece in a full class performance, being aware of how the part /parts contribute to the piece.</p> <p>Understand how the interval qualities build and release tension.</p> <p>Compose a piece that uses several interval types.</p>	<p>Students will identify and explain the three main interval types. They will perform a significant part in an ensemble performance, linking sections together.</p> <p>Analyse the sound of intervals & identify the quality.</p> <p>Be aware of the relationship between Key signatures & sharps and flats.</p> <p>Perform a two part piece using sharps and / or flats with an awareness of the key.</p> <p>Perform several parts in a full class performance, including sections that cue and direct others.</p> <p>Use the interval qualities creatively to build tension, create atmosphere and provide resolution.</p> <p>Compose a piece of music that exploits the qualities of intervals to create a specific effect.</p>
<p>Assessment:</p> <p>Teacher assessment based upon classroom performances. A sample of each class will be recorded to provide baseline evidence.</p>		

Performing Arts PoS: Year 8 HT5 and HT6 Dance- Bollywood Dance

Students will colour code as they work through the scheme of work.

<p>Students will learn about... In this unit, students will accurately replicate basic aspects of Bollywood technique and expression such as posture, grace, hand movements and portraying energy and emotion. Students will choreograph and structure movements in a Bollywood style and take inspiration from professional works. Students will also carry out investigations into the importance of dancing in Bollywood films. Overall, students will engage in performing, observing and evaluating their dance skills in relation to the Bollywood style.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic movement and describe how improvements can be made in the following skills and techniques:</p> <p>Perform basic Bollywood style movements.</p> <p>Accurately perform a range of Bollywood hand gestures.</p> <p>Establish group formations demonstrating limited spatial awareness when dancing.</p> <p>Replicate movements in a Bollywood style which physically interpret song lyrics.</p> <p>Perform Bollywood style movement using different dynamics.</p> <p>Perform Bollywood style movement with good posture.</p> <p>Demonstrate movement memory for short phrases of dance.</p>	<p>Students will be able to perform more advanced movement and explain how improvements can be made in the following skills and techniques:</p> <p>Accurately perform more advanced Bollywood style movements, demonstrating a sense of rhythm and musicality.</p> <p>Accurately perform a range of Bollywood hand gestures with expression.</p> <p>Establish group formations demonstrating good spatial awareness when dancing.</p> <p>Choreograph some movements in a Bollywood style which physically interpret song lyrics.</p> <p>Perform Bollywood style movement using contrasting dynamics demonstrating different speeds.</p> <p>Perform Bollywood style movement with good posture and alignment.</p> <p>Demonstrate good movement memory for multiple dance phrases.</p>	<p>To accurately perform advanced Bollywood style movements demonstrating a sense of rhythm, musicality, energy and fluency.</p> <p>Accurately perform a range of Bollywood hand gestures with expression and elegance.</p> <p>Establish group formations demonstrating excellent spatial awareness when dancing.</p> <p>Choreograph dance motifs in a Bollywood style which physically interpret song lyrics.</p> <p>Perform Bollywood style movement using contrasting dynamics; to demonstrate different speeds and tensions relevant to the theme.</p> <p>Aesthetically perform Bollywood style movement demonstrating excellent posture and alignment.</p> <p>Demonstrate excellent movement memory for extensive dance phrases.</p> <p>Perform Bollywood style movement confidently demonstrating focus and facial expression.</p>
<p>Assessment</p> <p>Continuous teacher observations and summative group performances.</p>		