

**Performing Arts PoS: Year 7 HT1 and HT2 - Drama**

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

<p>Students will learn about... Evacuation. Students will explore the history of evacuation through drama. Students will consider the experiences of evacuees in WW2 and transform ideas into short role plays. Students will also learn how to use specific drama techniques such as freeze frame, soundscape and duologue in drama.</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 short duologue in the character role of two siblings using a script for guidance.</p> <p>Perform within a class freeze frame illustrating a train station scene.</p> <p>Perform drama scenes using basic vocal techniques such as projection.</p> <p>Perform basic group train station soundscape using voice to create sound.</p> <p>Participate in hot seating activities by questioning key characters.</p> <p>Identify what is involved in a good drama performance.</p> <p>Describe strengths and areas for development in peer drama performances.</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 short scripted duologue fluently in the character role of two siblings.</p> <p>Create and perform within a group freeze frame illustrating a train station scene.</p> <p>Perform drama scenes using more advanced vocal techniques such as changing pitch.</p> <p>Perform group train station soundscape using voice to create sound.</p> <p>Participate in hot seating by answering directed questions confidently.</p> <p>Describe what is involved in a good drama performance.</p> <p>Explain strengths and areas for development in peer and personal drama performances.</p>	<p>Students will be able to perform and refine complex drama skills and evaluate how improvements can be made in the following techniques:</p> <p>Perform a fluent, confident duologue in the character role of two siblings.</p> <p>Create and perform within a paired freeze frame demonstrating creativity and effective body language.</p> <p>Perform drama scenes using advanced vocal techniques such as applying tone.</p> <p>Perform group train station soundscape using voice and body movements to overlay different sounds.</p> <p>Confidently participate in hot seating by answering directed questions in detail.</p> <p>Explain what is involved in a good drama performance.</p> <p>Evaluate strengths and areas for development in peer and personal drama performance.</p>
<p><b>Assessment</b></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 7 HT 3 and HT4 - Chance Dance**

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

<p>Students will learn about... the 5 basic actions of dance - they will be able to apply and perform these actions within a phrase of dance. Students will learn to apply the concept of chance choreography to phrases of their own. Students will also learn the importance of conducting an effective warm up.</p>		
<p>Grade 1-3</p>	<p>Grade 4-6</p>	<p>Grade 7-9</p>
<p>Students will be able to perform basic movement and identify how improvements can be made in the following skills and techniques:</p> <p>Accurately replicate the 5 basic actions of dance (jump, turn, travel, stillness and gesture).</p> <p>Accurately perform basic movement appropriate to the theme.</p> <p>Accurately perform movements in both unison and canon.</p> <p>Demonstrate a range of different dance formation.</p> <p>Accurately perform movements applying a change of level.</p> <p>Apply a range of dance dynamics to basic movements.</p> <p>Create a phrase of dance based on the concept of chance.</p> <p>Accurately perform a short group abstract piece of dance.</p>	<p>Students will be able to perform more advanced movement and describe how improvements can be made in the following skills and techniques:</p> <p>Accurately replicate the 5 basic actions of dance (jump, turn, travel, stillness and gesture) with a high level of control.</p> <p>Accurately perform movement appropriate to the theme, with an emphasis of spatial features.</p> <p>Accurately perform movements in both unison and canon with good timing.</p> <p>Demonstrate a range of different dance formation with precision and accuracy.</p> <p>Accurately perform movements applying a controlled change of level.</p> <p>Apply a range of contrasting dance dynamics to movements.</p> <p>Create a well-timed phrase of dance based on the concept of chance.</p> <p>Accurately perform a short abstract duet.</p>	<p>Students will be able to perform and refine complex movement and explain how improvements can be made in the following skills and techniques:</p> <p>Accurately replicate the 5 basic actions of dance (jump, turn, travel, stillness and gesture) with a high level of control and fluency.</p> <p>Accurately perform more advanced movement appropriate to the theme, with an emphasis of spatial features.</p> <p>Accurately perform movements in unison and canon with excellent timing.</p> <p>Accurately demonstrate a range of different dance formation with precision during transitions.</p> <p>Accurately perform movements applying a controlled and frequent change of level.</p> <p>Apply a range of contrasting dance dynamics to movements with projection and control.</p> <p>Create a fluent phrase of dance based on the concept of chance.</p> <p>Accurately perform a short abstract solo.</p>
<p>Assessment</p> <p>Continuous teacher observations, and summative group performances.</p>		

**Performing Arts PoS: Year 7 HT5 and HT6 Dance - Cog Dance**

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

<p>Students will learn about... The precision in engineering and how the individual parts of a car come together. Students will explore ideas such as how to create mechanical movement and depict events which might occur on a typical car journey. Students will accurately replicate the 5 basic actions of dance in order to improve performances. They will choreograph movement based on the themes of 'chain reaction' and 'cause and effect' in order to incorporate techniques such as unison and canon. Students will carry out investigations into specific dance techniques and use the information to become more technically proficient. Overall, students will engage in performing, observing and evaluating their skills in relation to dance.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic movement and identify how improvements can be made in the following skills and techniques:</p> <p>Accurately replicate the 5 basic actions of dance (jump, turn, travel, stillness and gesture).</p> <p>Accurately perform basic movement appropriate to the theme.</p> <p>Accurately perform movements in both unison and canon.</p> <p>Demonstrate a range of different dance formation.</p> <p>Accurately perform movements applying a change of level.</p> <p>Apply a range of dance dynamics to basic movements.</p> <p>Create a phrase of question &amp; answer dance based on the concept of 'cause and effect'.</p> <p>Accurately perform a short narrative within a group that depicts a journey's key moments in an abstract way.</p>	<p>Students will be able to perform more advanced movement and describe how improvements can be made in the following skills and techniques:</p> <p>Accurately replicate the 5 basic actions of dance (jump, turn, travel, stillness and gesture) with a high level of control.</p> <p>Accurately perform movement appropriate to the theme, with an emphasis of spatial features.</p> <p>Accurately perform movements in both unison and canon with good timing.</p> <p>Demonstrate a range of different dance formation with precision and accuracy.</p> <p>Accurately perform movements applying a controlled change of level.</p> <p>Apply a range of contrasting dance dynamics to movements.</p> <p>Create a well-timed phrase of question &amp; answer dance based on the concept of 'cause and effect'.</p> <p>Accurately perform a short narrative within a duet that depicts a journey's key moments in an abstract way.</p>	<p>Students will be able to perform and refine complex movement and explain how improvements can be made in the following skills and techniques:</p> <p>Accurately replicate the 5 basic actions of dance (jump, turn, travel, stillness and gesture) with a high level of control and fluency.</p> <p>Accurately perform more advanced movement appropriate to the theme, with an emphasis of spatial features.</p> <p>Accurately perform movements in unison and canon with excellent timing.</p> <p>Accurately demonstrate a range of different dance formation with precision during transitions.</p> <p>Accurately perform movements applying a controlled and frequent change of level.</p> <p>Apply a range of contrasting dance dynamics to movements with projection and control.</p> <p>Create a fluent phrase of question &amp; answer dance based on the concept of 'cause and effect'.</p> <p>Accurately perform a short narrative within a solo that depicts a journey's key moments in an abstract way.</p>
<p>Assessment</p> <p>Continuous teacher observations and summative group performances.</p>		

**Performing Arts PoS: Year 7 HT5 and HT6 Music - Keyboard Skills - Step & Leap**

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

Students will learn about... The notes of the treble clef, the structure & composition of simple melodies. They will perform with an awareness of how parts fit together (melody & accompaniment)		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will describe what they hear, perform from simple notations and maintain a simple accompaniment.</p> <p>Identify the notes of the treble clef within the 5 lines.</p> <p>Identify how notes move by step.</p> <p>Make up a simple tune that uses mostly steps.</p> <p>Perform a melody with an awareness of its structure.</p> <p>Maintain an independent part.</p> <p>Use simple accompaniment features on the keyboard.</p>	<p>Students will compare what they hear, perform from more complex notations. They will maintain an accompaniment that contains a few elements.</p> <p>Learn the notes of the treble clef, including notes below.</p> <p>Compare how notes move by step &amp; repeat in simple tunes.</p> <p>Make up a two part tune that uses steps and repeated notes.</p> <p>Perform a melody with a simple accompaniment.</p> <p>Maintain an independent part in lead and accompaniment roles.</p> <p>Perform with rhythmic accompaniment features.</p>	<p>Students will compare &amp; evaluate what they hear. They will perform fluently from notation. They will lead and direct others in performance.</p> <p>Understand the notes of the treble clef, including notes on lower ledger lines.</p> <p>Analyse the structure of phrases in a tune referring to steps, repeated notes and leaps.</p> <p>Compose a tune with a simple structure that uses steps, repeated notes and leaps.</p> <p>Perform a melody, with accompaniment and direct others. Refine and improve their work.</p> <p>Develop an accompaniment for a melody using several elements.</p> <p>Create an accompaniment using the full range of features on the keyboard.</p>
<p>Assessment</p> <p>Teacher assessment based upon classroom performances. A sample of each class will be recorded to provide baseline evidence.</p>		