

Beamont Collegiate Academy Curriculum Map



Year 8 Expressive Arts

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	What is verbatim theatre and how can you use performance techniques to explore a script? (Dan Nolan Missing)	1950's Dance	How can you transform the scene from 'page to stage?' (Our Day Out)	Musical Theatre (Oliver!)	Introduction to Devising	Introduction to Choreography
	Key substantive knowledge	<ul style="list-style-type: none"> -How to think creatively in response to the given scenarios and stimuli. -How to build on scenes inspired by verbatim events to create an original piece of performance work -How to select and use the appropriate drama skills to add to the form of their performance. -How to work creatively as part of a group with focus and professionalism. 	<ul style="list-style-type: none"> -How to perform in the style of 1950s dance and compare the key features to 1920s dance. -How to use the skills learned to create their own choreography and develop their own style. -How to use the production elements of lights and music to create atmosphere. 	<ul style="list-style-type: none"> -How to follow a script and use stage directions to inform creative choices -How to utilise characterisation skills to make informed decisions regarding characters -How to utilise explorative strategies to develop script work -How to develop a narrative in response to the exploration of a scenario Perform a role with professional discipline 	<ul style="list-style-type: none"> -Perform whilst using all three disciplines (singing, dancing and acting) at the same time. -Utilise characterisation skills to make informed decisions regarding characters -Develop a narrative in response to the exploration of a scenario -How to use props and costume in order to drive narrative in choreography. -How to approach the physical demands of Musical Theatre. 	<ul style="list-style-type: none"> How to think creatively in response to the given stimulus/scenario. Use a broad range of stimuli including visual, auditory, kinaesthetic, ideational and tactile How to perform with professional discipline. Develop a performance narrative Devise their own performance material using key skills explored in order to create original performance material. Perform with professional discipline. 	<ul style="list-style-type: none"> How to think creatively in response to the given stimulus/scenario Use a broad range of stimuli including visual, auditory, kinaesthetic, ideational and tactile. Develop a motif to create their own choreography Choreograph their own performance material using key skills explored Explore the use of dynamics and formations in order to create original choreographic material. Perform with professional discipline.
	Disciplinary knowledge	<ul style="list-style-type: none"> Stimulus The devising processes The selection of key drama skills 	<ul style="list-style-type: none"> Existing repertoire Stimulus response 	<ul style="list-style-type: none"> Stimulus Existing Repertoire 	<ul style="list-style-type: none"> -Existing repertoire -Stimulus response 	<ul style="list-style-type: none"> -Stimulus response 	<ul style="list-style-type: none"> -Stimulus response
Clarity around sequencing	Main links across the curriculum	<ul style="list-style-type: none"> Y7 Summer Term 1 (character empathy Andrew/Andrea) Y 8 Summer Term 2 (Choreography) Y 9 Autumn Term 1 (TMPFJ) Y9 Spring Term 1 (ILYM) 	<ul style="list-style-type: none"> Year 7 Autumn term 2 (1920s dance) Year 7 Summer term 2 (Street Dance) Year 8 Spring term 2 (Musical theatre Oliver) Year 9 Autumn term 2 (Responding to a stimulus) 	<ul style="list-style-type: none"> Y 9 Autumn Term 1 (TMPFJ) Y9 Spring Term 1 (ILYM) 	<ul style="list-style-type: none"> Year 7 Spring term 2 (Matilda) Year 8 Autumn term 2 (1950s dance) 	<ul style="list-style-type: none"> Year 8 Autumn term 1 (Response to stimuli/verbatim) Year 9 Autumn term 2 (Responding to a stimulus) 	<ul style="list-style-type: none"> Year 8 Autumn term 1 (Response to stimuli/verbatim) Year 9 Autumn term 2 (Responding to a stimulus)

	Authentic cross curricular links	English – Responding to stimulus and structuring a narrative	-1950s America -American culture	English – Responding to stimulus and structuring a narrative	History – Industrial Revolution, Victorian England.	-English – structuring a narrative ad responding to stimulus	-English – structuring a narrative ad responding to stimulus
Vocabulary	Key words	Devising Initial Response Verbatim Character Empathy	Choreography Jive Neutral Posture Technique	Convincing Page to Stage Stage Directions Hot Seating Thought in the Head	Choreography Characterisation Disciplines Act and React	Devising Initial response Visual, auditory, kinaesthetic, ideational and tactile Development	Choreography Initial response Visual, auditory, kinaesthetic, ideational and tactile Development
Assessment	Summative assessment	How can you devise an original performance in response to your given stimulus inspired by the verbatim events?	How will you perform with professionalism using your own choreography of 1950s style dance?	How can you transform the scene from ‘page to stage?’	How will you perform with professionalism using all 3 disciplines of the performing arts?	How can you perform to an audience using your own devised work from a given stimulus and also become an active audience member?	How can you perform to an audience using your own choreography from a given stimulus and also become an active audience member?
Links to the real world / careers / PD		PD – Collaboration, Leadership, Respect, Empathy.	How has 1950’s dance influenced modern dance trends?	PD – Collaboration, Leadership, Respect, Personal Well-being, Choices.	PD – Collaboration, Leadership, Respect,	PD – Collaboration, Leadership, Respect.	PD – Collaboration, Leadership, Respect.