

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	Responding to Script 'Our Day Out' Willy Russell	1950's Dance	Shakespeare	Street Dance	Devising with Historical Stimulus	Showcase
	Key substantive knowledge	<ul style="list-style-type: none"> Following a script, using stage directions to inform creative choices Characterisation skills to make informed decisions about character portrayal Explorative strategies to develop script work Responding to, and developing narratives in response to scenarios Perform a role with professional discipline 	<ul style="list-style-type: none"> Performing in front of an audience with control and confidence. Professional performer discipline within the performance space. Creative collaboration to develop ideas and choreography. Key features of 1950s dance to create their own choreography including hand dive & rock 'n' roll 1950's youth culture (British Teddy Boys) 1950's American youth culture Information recall 	<ul style="list-style-type: none"> Contextual knowledge about Elizabethan England The Globe Theatre William Shakespeare bibliographical information Narrative plot: Romeo and Juliet The Tempest Macbeth Characterisation skills to make informed decisions about character portrayal Performing as an ensemble Transforming a scene from 'page to stage'. 	<ul style="list-style-type: none"> - Performing in front of an audience with control and confidence. Professional performer discipline within the performance space. Creative collaboration to develop ideas and choreography. Key features of street dance to create their own choreography including bounce, wave, slide, call and response. 1970s African and American culture The influence of Hip Hop 	<ul style="list-style-type: none"> Responding to given stimuli Historical information to inform narrative Creative intention Creative collaboration to develop and devise Symbolism Characterisation skills to make informed decisions about character portrayal Performing as an ensemble 	<ul style="list-style-type: none"> The role of the director and choreographer Working as a theatre company Responding to a brief and given stimuli Creative intention Creative collaboration to develop and devise Responding to, and developing narratives in response to scenarios Characterisation skills to make informed decisions about character portrayal Performing as an ensemble Perform a role with professional discipline

	Disciplinary knowledge	<ul style="list-style-type: none"> Characterisation through; voice, facial expressions, body language. Spatial awareness Professional discipline Articulate a personal response 	<ul style="list-style-type: none"> Technique Movement control Professional discipline Articulate a personal response. Choreographic skills. Spatial awareness 	<ul style="list-style-type: none"> Analysis of language Recall Characterisation through; voice, facial expressions, body language. Responding to script Devising in response to characters and script Spatial awareness 	<ul style="list-style-type: none"> Technique Movement control Professional discipline Articulate a personal response. Choreographic skills. 	<ul style="list-style-type: none"> Historical knowledge recall Stimulus Initial response The devising process Dramatic techniques for performance Choreographic skills Professional discipline Articulate a personal response. Creative thinking. 	<ul style="list-style-type: none"> Roles and responsibilities of a theatre company Stimulus Initial response The devising process Dramatic techniques for performance Choreographic skills Professional discipline Articulate a personal response.
Clarity around sequencing	Main links across the curriculum	<ul style="list-style-type: none"> Y 8 Spring Term 1 (Shakespeare) Y9 Autumn Term 1 (Teachers) Y 9 Spring 1 (Mark Wheeler) Y9 Summer 1 & 2 (DNA) 	<ul style="list-style-type: none"> Year 7 Autumn term 2 (1920s dance) Year 7 Spring term 2 (musical theatre) Year 8 Spring term 2 (street dance) Year 9 Autumn term 2 (musical theatre). 	<ul style="list-style-type: none"> Y 8 Autumn Term 1 (Script) Y 9 Autumn Term 1 Y 9 (Script TMPFJ, ILYM)) Spring Term 1 (Script) 	<ul style="list-style-type: none"> Y 7 Autumn Term 2 (1920's) Year 8 Autumn Term 2 (1950s) Y 7 Spring term 2 and Y9 Autumn Term 2 (Musical Theatre) 	Y 9 Spring Term 1 (TMPFJ, ILYM) Y9 Spring Term 2 (Responding to a brief) Y7 Summer Term 1 (Real Stories: Runaways.)	Y 7 Summer Term 1 (showcase) Y 8 Spring Term 2 (Devising) Y9 Spring Term 2 (Responding to a brief)
	Authentic cross curricular links	English: Responding to stimulus and structuring a narrative Script exploration	Maths: links to rhythm and counting bars of music.	English: Shakespeare History: Elizabethan England	Music: Rhythm and Blues	English: Responding to a stimulus	English: Responding to stimulus and structuring a narrative Script exploration
Vocabulary	Key words	<ul style="list-style-type: none"> Convincing Characterisation Page to Stage Stage Directions Hot Seating Thought in the Head Split screen Cliff hanger Flash back 	<ul style="list-style-type: none"> Choreography Jive Rock n Roll Neutral Posture Technique Motif Corpsing 	<ul style="list-style-type: none"> Groundlings Dialogue Prologue Feud Flock of Birds Ensemble Physical Theatre Pace Pause Projection 	<ul style="list-style-type: none"> Choreography Neutral Posture Technique Motif Corpsing Bounce Wave Slide 	<ul style="list-style-type: none"> Devising Initial Response Stimulus Stimuli Auditory Visual Symbolism Ensemble Creative Intention 	<ul style="list-style-type: none"> Devising Choreography Director Choreographer Initial Response Brief Stimulus Symbolism Ensemble Target audience

		<ul style="list-style-type: none"> • Proxemics • Dramatic Tension • Physical theatre 		<ul style="list-style-type: none"> • Dramatic Tension • Page to Stage 	<ul style="list-style-type: none"> • Call and response 		<ul style="list-style-type: none"> • Creative Intention
Assessment	Summative assessment	<p><u>Devising and rehearsal:</u></p> <p>How will you transform the scene from ‘page to stage?’</p> <p><u>Performing:</u></p> <p>How will you use your performance skills to portray your character?</p>	<p><u>Choreography and rehearsal:</u></p> <p>What are the key features of 1950’s dance?</p> <p>How will these features develop your choreography?</p> <p><u>Performing:</u></p> <p>How will you use your performance skills in your 1950’s choreography?</p>	<p><u>Devising and rehearsal:</u></p> <p>How will you deliver the Shakespearean insults?</p> <p>How will you devise performance work in response to our Shakespearean exploration?</p> <p>How can you transform the scene from ‘page to stage?’</p> <p><u>Performing:</u></p> <p>How will you use your performance skills to portray your character?</p> <p>How will you use your performance skills to portray the narrative?</p>	<p><u>Choreography and rehearsal:</u></p> <p>What are the key features of street dance?</p> <p>How will these features develop your choreography?</p> <p><u>Performing:</u></p> <p>How will you use your performance skills in your street dance choreography?</p>	<p><u>Devising and rehearsal:</u></p> <p>What is your initial response to the stimulus?</p> <p>How will you complete the devising process?</p> <p>Which performance techniques will you choose and why?</p> <p><u>Performing:</u></p> <p>How will you use your performance skills to portray the narrative?</p>	<p><u>Devising and rehearsal:</u></p> <p>What is your initial response to the brief and stimulus?</p> <p>How will you be a successful member of a theatre company?</p> <p>Which performance techniques will you choose and why?</p> <p><u>Performing:</u></p> <p>How will you use your performance skills to fulfil the brief?</p>
Links to the real world / careers / PD		<ul style="list-style-type: none"> • PD; Collaboration, Leadership, Respect. Empathy • Careers: Writer, director, performer. 	<ul style="list-style-type: none"> • The influence of 1950’s dance on modern culture • PD: Working as a team, respect, leadership, respecting opinions 	<ul style="list-style-type: none"> • The influence of Shakespeare in popular culture • PD: Working as a team, respect, leadership, • Careers: Writer, director, performer 	<ul style="list-style-type: none"> • The influence of street dance on modern culture • PD: Working as a team, respect, leadership, respecting opinions 	<ul style="list-style-type: none"> • The medium of performance to fulfil a creative intention (to challenge viewpoints, to raise awareness, to educate, to celebrate.) 	<ul style="list-style-type: none"> • The medium of performance to fulfil a creative intention • PD: Working as a team, respect, leadership, respecting opinions

		<ul style="list-style-type: none">• Consequences, morals, stereotypes.	<ul style="list-style-type: none">• Careers: Choreographer, performer		<ul style="list-style-type: none">• Careers: Choreographer, performer•	<ul style="list-style-type: none">• PD: Working as a team, respect, leadership, respecting opinions• Careers: Writer, director, choreographer, performer	<ul style="list-style-type: none">• Careers: Roles and responsibilities within a theatre company.
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