

Performing Arts PoS: Year 9 HT1 and HT2 - Drama

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

<p>Students will learn about... drama skills through a topic based on the 'Life of a Teenager'. Students will explore how teenagers are perceived within the media and how teenagers have changed during the past 40 years. Students will learn about specific drama techniques such as improvisation, split scene, direct address as well as more complex concepts such as verbatim theatre. This unit will give students the opportunity to take on specific character roles from the well-known play 'Our Day Out' by Willy Russell and will also allow students to develop their own creativity through writing their own scripted scenes.</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 in character role using cue cards for guidance.</p> <p>Build tension in character role using specific drama techniques such as body language and facial expression.</p> <p>Apply characterisation techniques by using different tones of voice.</p> <p>Apply basic drama techniques such as direct address to script writing work.</p> <p>Perform a 30 second improvised duologue during controlled practice.</p> <p>Describe the concept of verbatim theatre.</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 in character role without the use of script or cue cards.</p> <p>Build tension in character role using specific drama techniques such as body language, facial expression, gesture and tone of voice.</p> <p>Apply characterisation techniques by using different pitch and pace to emphasise a change in mood.</p> <p>Apply drama techniques such as direct address and split scene to script writing work.</p> <p>Perform a 1 minute duologue during a live performance.</p> <p>Explain the concept of verbatim theatre and engage in collecting spoken words from interviews to construct a piece of verbatim theatre.</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 confidently in character role without use of script or cue cards.</p> <p>Build tension in character role using specific drama techniques such as body language, facial expression, gesture, tone of voice and proxemics.</p> <p>Apply characterisation techniques using changes in tone, pitch and pace as well as an application of accent.</p> <p>Apply drama techniques such as direct address, split scene and soliloquy to script writing work.</p> <p>Perform a confident and effectively improvised monologue during a live performance.</p> <p>Evaluate verbatim theatre. Use the precise words used in an interview to transfer into a verbatim theatre script. Once transferred, students should engage in the verbatim performance as performers.</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 9 HT3 and HT4 - Dance

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

<p>Students will learn about... Street Dance. In this unit, students focus on the basic techniques of street dancing and travelling using Parkour-style movements. Students will develop contrast of dynamics between locking, popping and breaking movements. Choreographically, students will explore and solve physical problems related to overcrowding and restricted spaces. Students will create and structure movement in a street dance style travelling through, around and between obstacles. As they work students will also analyse basic action, spatial dynamics and relationship components of Parkour and street dance.</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 street dance movement with appropriate attitude.</p> <p>Perform rhythmic accuracy in basic step patterns.</p> <p>Perform basic acrobatic movement.</p> <p>Perform limited improvised movement based on key concepts.</p> <p>Choreograph basic street dance style movement.</p> <p>Perform basic street dance transitions between duet and group phrases.</p> <p>Accurately perform in contact with a partner.</p> <p>Accurately perform basic street style floor movement.</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>Perform more advanced street dance movement with appropriate attitude and energy.</p> <p>Perform rhythmic accuracy in basic step patterns demonstrating complex timing.</p> <p>Perform basic acrobatic movement with clarity and control.</p> <p>Perform improvised dance phrases based on key concepts.</p> <p>Choreograph street dance style movement incorporating locking and popping techniques.</p> <p>Perform advanced street dance style transitions such as 'tagging in' to move between duet and group phrases.</p> <p>Accurately perform in contact with a partner, demonstrating safe practice when bearing partial weight.</p> <p>Accurately perform street style floor movement; demonstrating management of own weight moving into and out of the floor.</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>Perform advanced street dance movement with appropriate attitude, energy and confidence.</p> <p>Perform rhythmic accuracy in basic step patterns demonstrating complex timing and accents.</p> <p>Perform more advanced acrobatic movement with clarity and control.</p> <p>Perform extended improvised dance phrases based on key concepts.</p> <p>Choreograph street dance style movement incorporating locking, popping and breaking techniques.</p> <p>Use advanced street dance style transitions such as 'tagging in' to move between solo and group phrases.</p> <p>Accurately perform in contact with a partner, demonstrating safe practice when bearing full weight.</p> <p>Accurately and fluently perform street style floor movement demonstrating management of own weight moving into and out of the floor.</p>
<p>Assessment</p> <p>Formative assessments will be a combination of peer, self and teacher assessments. Summative assessments will take place in the form of final performances at the end of the unit.</p>		

Performing Arts PoS: Year 9 HT5 and HT6 Dance - Urban Dance

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

<p>Students will learn about... In this unit, students focus on the basic techniques of street dancing and travelling using Parkour-style movements. Students will develop contrast of dynamics between locking, popping and breaking movements. Choreographically, students will explore and solve physical problems related to overcrowding and restricted spaces. Students will create and structure movement in a street dance style travelling through, around and between obstacles. As they work students will also analyse basic action, spatial dynamics and relationship components of Parkour and street dance.</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 street dance movement with appropriate attitude.</p> <p>Perform rhythmic accuracy in basic step patterns.</p> <p>Perform basic acrobatic movement.</p> <p>Perform limited improvised movement based on key concepts.</p> <p>Choreograph basic street dance style movement.</p> <p>Perform basic street dance transitions between duet and group phrases.</p> <p>Accurately perform in contact with a partner.</p> <p>Accurately perform basic street style floor movement.</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>Perform more advanced street dance movement with appropriate attitude and energy.</p> <p>Perform rhythmic accuracy in basic step patterns demonstrating complex timing.</p> <p>Perform basic acrobatic movement with clarity and control.</p> <p>Perform improvised dance phrases based on key concepts.</p> <p>Choreograph street dance style movement incorporating locking and popping techniques.</p> <p>Perform advanced street dance style transitions such as 'tagging in' to move between duet and group phrases.</p> <p>Accurately perform in contact with a partner, demonstrating safe practice when bearing partial weight.</p> <p>Accurately perform street style floor movement; demonstrating management of own weight moving into and out of the floor.</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>Perform advanced street dance movement with appropriate attitude, energy and confidence.</p> <p>Perform rhythmic accuracy in basic step patterns demonstrating complex timing and accents.</p> <p>Perform more advanced acrobatic movement with clarity and control.</p> <p>Perform extended improvised dance phrases based on key concepts.</p> <p>Choreograph street dance style movement incorporating locking, popping and breaking techniques.</p> <p>Use advanced street dance style transitions such as 'tagging in' to move between solo and group phrases.</p> <p>Accurately perform in contact with a partner, demonstrating safe practice when bearing full weight.</p> <p>Accurately and fluently perform street style floor movement demonstrating management of own weight moving into and out of the floor.</p>
<p>Assessment</p> <p>Continuous teacher observations and summative group performances.</p>		

Performing Arts PoS: Year 9 HT 5 and HT6 Music - Triads - 4 Chords

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

<p>Students will learn about... The construction of triads and common stock progressions including I IV V, I V vi IV, I iii vi IV and their common use in popular music.</p>		
<p>Grade 1-3</p>	<p>Grade 4-6</p>	<p>Grade 7-9</p>
<p>Students will follow simple chord progressions and perform chord progressions using keyboard accompaniment features.</p> <p>Understand the basic structure of triads.</p> <p>Know the terms major & minor.</p> <p>Name the notes of triads (root 3rd 5th).</p> <p>Perform simple chord sequences using the single finger function.</p> <p>Select appropriate accompaniment styles. Perform the chord sequences with an awareness of tempo.</p> <p>Understand simple 3 string guitar chord diagrams.</p> <p>Perform 2 guitar chords using 3 strings and change between them.</p>	<p>Students will identify common chord progressions and be aware of the relationships between the chords. They will perform more complex sequences.</p> <p>Understand the relationship between the notes of triads</p> <p>Discriminate between major & minor chords</p> <p>Name the notes of triad and apply the knowledge to practical work.</p> <p>Perform more complex sequences, including minor chords, using the single finger function.</p> <p>Select appropriate accompaniment styles and perform the chords sequences fluently.</p> <p>Know how to interpret guitar chord diagrams and simple guitar tablature.</p> <p>Perform a sequence of 3 string guitar chords.</p>	<p>Students will recognise common chord progressions and perform them with fluency. They will perform pieces with several sections, linking them together.</p> <p>Be aware of the idea of inversions and basic voice leading.</p> <p>Identify major & minor chords in chord sequences.</p> <p>Know the names of the triads and the intervals they are made up of.</p> <p>Perform chord sequences playing full major and minor triads. Be aware of 7ths and the idea of extensions.</p> <p>Select accompaniment styles and perform sequences fluently with several sections linked together.</p> <p>Know how to interpret 6 string guitar chord diagrams and tablature.</p> <p>Perform a sequence of 6 string guitar chords.</p>
<p>Assessment</p> <p>Teacher assessment based upon classroom performances. A sample of each class will be recorded to provide baseline evidence.</p>		