

Orchard School Bristol
Faculty Schemes of Learning – Overview

Faculty of performing Arts
Year 8 -Performing Arts

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|-------------------------------------|---|---|--|--|--|--|---|---|--|--|
| | How does Music and Drama look and sound when inspired by an oral tradition? | | How are Music and Drama used as a vehicle for social change? | | How can music and drama tell a story? | | How are Music and Drama used to communicate? | | How can I make performance from a text/notation successful? | |
| | Unit 1- Music | Unit 1- Drama | Unit 2- Music | Unit 2- Drama | Unit 3- Music | Unit 3- Drama | Unit 4 - Music | Unit 4 - Drama | Unit 5 - Music | Unit 5 - Drama |
| Unit Title | African Drumming | Masks /puppets | The Blues | Social justice | Ladders - exploring tonality | Alice in Wonderland | Wallace and Gromit | Silent movies - devised | Musical Futures | Treasure Island - performance from a text |
| Assessment Objectives | 1 - 8 | 6-13 | 1 - 8 | 6-13 | 1 - 8 | 6-13 | 1 - 8 | 6-13 | 1-13 | 1-13 |
| Big Question | How does Music and Drama look and sound when inspired by an oral tradition? | How does Music and Drama look and sound when inspired by an oral tradition? | How are Music and Drama used as a vehicle for social change? | How are Music and Drama used as a vehicle for social change? | How can music and drama tell a story? | How can music and drama tell a story? | How are Music and Drama used to communicate? | How are Music and Drama used to communicate? | How can I make performance from a text/notation successful? | |
| SMSC Link (Spiritual, Moral, | SP1, SP2, SP3, SP4, SP5, S1, S4, | SP1,, Sp2, SP3, Sp4, | SP1, SP2, SP3, SP5, M1, M3, M4, M5, | SP1, SP2, SP3, SP4, M1, M4, | SP3, SP4, M5, C1, | SP3, SP4, S1, C1, C3 | SP4, | SP3, SP4, S1, C1, | SP3, SP4, SP5, M3, M5, S1, S4, | SP3, SP4, S1, C1, |

Assessment Objectives - Detail

1. Use of listening and communication skills to aid performance.
2. Demonstrate focus and concentration throughout a performance.
3. To demonstrate progress in technical ability (dexterity, stamina, posture and control) on a given instrument
4. Be able to critique the work of others using key vocabulary
5. Be able to identify and describe musical elements within a given piece
6. Be able to work effectively in a group.
7. Be able to creatively respond to a stimulus
8. Be able to combine music elements in composing
9. Use of physical skills to aid performance.
10. Use of vocal skills to aid performance.
11. To demonstrate progress in the use of theatrical techniques when performing.
12. Be able to use a variety of theatrical techniques when devising
13. Be able to identify and describe the theatrical techniques used in a piece of performance