

## Exploring The Many Lands of Performing Arts; The KS3 Journey



Arrive home at the end of Y8 and your Performing Arts adventures. Now to make a decision; keep your feet planted in arrivals and end your journey, or depart once more and continue your explorations into KS4...?



### Perform It- Explorative Learning

**Dance:** An introduction to the Parkour style including technique lessons, choreographic exploration, dynamics, suspense and safe practise in contact work and lifts. **Drama:** Explore audience engagement through the study of *Woman In Black*. Plot, climax, voice, sound and suspense are delved into. **Music:** Delve into Musical Theatre styles, genres and influences throughout the decades.



### Work Like A Professional - Assessed Learning

**Dance:** Communicating conflict and disagreement through dance in pairs and small groups. Explore this through the study of *West Side Story*, the Jazz dance style and choreographic techniques such as formations and levels. **Drama:** Explore how to use stimulus to communicate emotion, story and character. **Music:** Pop song composition in pairs. Explore melody, chords and expressive performance qualities.



### Be Inspired- Explorative Learning

**Dance:** Dance beyond the stage; examine the skills that transfer from Dance, to help you be more successful in everyday life. **Drama:** Explore different approaches to creating drama through practitioner studies including Stanislavski and Brecht. **Music:** Compose an instrumental piece with Indian influence. Identify new sounds, instruments and rhythms whilst understanding their place outside of Western culture.



### Get Creative- Assessed Learning

**Dance:** Choreography and characterisation through heroes and villains stimulus. Contact work, trust and physical lift skills are creatively developed. **Drama:** Devising a group performance using explorative strategies, e.g. cross cutting and thought tracking. **Music:** An introduction to the 12 bar blues including the study of scales and chords in pairs. The African/American historical context is explored alongside this.



### An Exploration - Explorative Learning

**Dance:** Explore practitioner repertoire and styles: Christopher Bruce, Jamal Sims, Merce Cunningham. **Drama:** Drama beyond the stage; examine the skills that transfer from Drama, to help you be more successful in everyday life. **Music:** Vocal and keyboard explorations of musical intentions, focusing on rhythm, scale, notation, fluency.



### The Purpose of Performance - Assessed Learning

**Dance:** Explore Michael Jackson's 'Thriller' choreography; characterisation, dynamics and historical context. **Drama:** Understand how status, script, stereotypes and accent inform characterisation through Willy Russel's *Blood Brothers*. **Music:** Compose music for film through keyboard exploration of the music elements and semitones.



### Perform It- Explorative Learning

**Dance:** Dancing with musicality  
**Drama:** Investigate use of stimulus & props  
**Music:** Structure & perform of pop music

### Work Like A Professional - Assessed Learning

**Dance:** How to choreograph to tell a story. **Drama:** Explore characterisation through *Matilda*, and identify the differences between film and theatre **Music:** An orchestral brass/woodwind instrument experience; notation and musical accuracy.



### Be Inspired- Explorative Learning

**Dance:** Explore the practitioner repertoire of Matthew Bourne, looking at style and choreography. **Drama:** Explore different practitioner approaches to performing, including mime and method acting. **Music:** Explore rhythmic composition skills influenced by aural African traditions and STOMP live.



### Get Creative- Assessed Learning

**Dance:** Choreography; create your own piece of dance through the application of taught choreographic tools. **Drama:** Explore and devise a piece of physical theatre. **Music:** Compose a melodic piece routed in Chinese culture.



### An Exploration - Explorative Learning

**Dance:** Roles and responsibilities; understanding what it takes to be a dancer; stamina, flexibility, healthy diet. **Drama:** Exploration of the pantomime style and purpose; script and production roles. **Music:** An introduction to keyboard skills; fluency, accuracy, rhythm.



### An Introduction - Assessed Learning

**Dance:** Exploration of Dance styles and group performance skills including Bollywood, Disco, Ballet and Salsa. **Drama:** Introduction to Drama techniques and exploration of theatrical performance skills such as memory, listening and characterisation. **Music:** Introduction to staff notation and ensemble vocal performance skills including pitch, rhythm and expression.