

YEAR 8 CURRICULUM MAP: MUSIC/DRAMA							EOY Assessment Point
						HT3/6: DRAMA: Semiotics and Signs & Symbols of the Stage	HT1 – HT6 KSU Students to have met all strands of the national curriculum in music and to have made good and sustainable progress in listening, composing and performing skills. In drama, students will have met all strands of NC contained within English and developed robust drama skills working towards KS4.
						HT2/5: DRAMA: Script Work	
						Overarching unit intent (KSU): Exploring semiotics and how it applies in drama Application of freeze frames to highlight the key moments of a performance Identify the main different types of staging Responding effectively to a brief & developing a piece Preparing for KS4 drama by discussing how semiotics can be applied effectively in practical work including drama skills, direction, lighting, sound and stage directions. Blocking a performance taking the staging type into account Using key drama vocabulary to explain how vocal and physical techniques are applied in performance	
						Overarching unit intent (KSU): Effective use of drama skills in script work Development and performance of a piece to musical accompaniment Development of physical skills Using hot-seating to deepen understanding of a character Start to read and explore script work through role-play – use of SMSC to create and develop characterisation Use of monologues Exploring dramatic techniques to show subtext Identifying key features of a script	
		HT1/4: DRAMA: Slapstick Comedy & Physical Skills	Assessment Point: Summative or AFL HT3 & HT4 (with elements of HT1 & HT2) HT3 – Performance of the Ground Bass part of “With or Without you” as an assessment piece HT4 - Students participate in a four part assessment process over two lessons that measures progress in terms of response, development, performance and evaluation.			HT1 core KSU re-visit Which KSU will be revisited? NC strands of performing, listening and composing – improvisation and extending & developing ideas by drawing on different styles/traditions.	
		HT3/6: MUSIC: Variations (Musical Contexts)	Overarching unit intent (KSU): Applying linear, manipulation and personification mime in a performance Exploration and application of key slapstick moves/elements Using musical accompaniment from a different time period Exploring silent movie conventions and dialogue cards in a performance Explore origins of Slapstick Comedy, including different types of mime Exploring and creating scenarios with a clear beginning, middle and end			HT1 core KSU re-visit Which KSU will be revisited? NC strands of performing, listening and composing – improvisation and extending & developing ideas by drawing on different styles/traditions.	
		HT2/5: MUSIC: Medieval Music (OPUS 1)	Assessment Point: Summative or AFL HT1 & HT2 HT1 – Complete, rehearse and perform group Folk Song arrangement HT2 - Put together a concert-style performance involving the whole class performing pieces and compositions from the unit to consolidate learning			HT3 core KSU Re-visit NC strands – composing and performing – developing a deepening understanding of the performance work and its purpose and history	
HT1/4:MUSIC: Folk Music (OPUS 1 & Musical Contexts)	Overarching unit intent (KSU): Perform as part of a group with an awareness of audience, venue and occasion Compose simple melodies in a medieval style Learn about Plainsong and Melisma Listen to Organum in a piece of 20th Century Medieval-inspired Music Learn about different styles of medieval music Learn about medieval musical instruments Learn about secular Medieval music Learn to sing and perform the melody line of a traditional medieval song						
Overarching unit intent (KSU): Perform as part of a group, vocal riffs, chants, shanties with percussion parts. Extend repertoire of songs Apply understanding of drones and arranging techniques to create individual and group arrangements of folk songs Identify musical features of Folk Music of different styles form different places Identify instruments and learn about context of folk music in different styles and from different places Learn about the Oral Tradition of Folk Music Use staff and graphic notation to perform from and record compositions							