



**Scheme for Learning**

**Personnel Responsible – HWN/JGS**

**Curriculum Area – Art and Design & Music**

**Overview – Year 8 Art and Design 2021-2022**

**Quality Assured by – EMH/ADS**

Assessment Cycle	Topic/Unit Title – Big Questions	Rationale/Skill Development	Link to Assessment Objectives/Progression Scales Skills
<b>1-4</b>  <b>Rotated</b>	<b>Art – Are we disappearing into a virtual reality?</b>	This is a scheme for learning which comprises of 18 100 minute lessons. These cover topics that allow students to explore Art more formally but through exciting and cultural means. We look at the theme of technology being more apparent in our lives and what the world might look like in the future. Students explore this theme through creating a formal portrait and then using mixed media turn themselves into a cyborg. This helps students to understand formal drawing techniques as well as a range of mixed media processes. This gives students a good breadth of knowledge to allow further study in the subject.	AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
	<b>Music – How has music changed and developed through time?</b>	Students explore different genres of music through time. They perform and compose in different styles.  They also have time to perform as a large class ensemble.  Students will begin to explore appraisal questions.	Performing to and Audience.  Appraising different genres of music.  Composing to a brief.
<b>1-4</b>  <b>Rotated 1x 100 min</b> <b>Dance</b> <b>2 x 100 mins</b> <b>Drama</b>	<b>Drama: - Are we all Equal?</b>	Each week students explore a section of the text from Noughts and Crosses by Malorie Blackman adapted by Sabrina Mahfouz and explore a chosen theme that runs throughout the play. They will be guided through a variety of theatrical convention and elements of stagecraft that will allow them to create drama that is meaningful and purposeful whilst exploring issues that young people face in today's society.	Posture and Positioning Gestures Facial Expressions Movement Actions Voice Theatrical Conventions- slow motion, still image, action, reaction, crosscutting, text and subtext, Colombian Hypnosis, puppetry, mirroring, symbolism, Forum theatre, Transitions

**Dance: Are we all Equal?**

Each week students explore a section of commercial repertoire that is linked in style and thematically to Noughts and Crosses. Students will be building on their choreographic skills and devices as well as offered creative opportunities to choreograph their own sections of dance. They will learn different stylistic qualities from Urban dance, whilst exploring how to create movement based on narrative, theme and style.

RADS,  
Physical, Expressive and Technical skills,  
Contemporary technique style warm-ups,  
Commercial dance repertoire  
Urban Dance,  
Performance discipline, Audience etiquette, Audience awareness, Choreographic skills and devices.

Students will be expected to engage with the text and repertoire to explore how it addresses issues of: Race; Gender; Equality and Inequality; Violence and Rebellion; Connection and Flow Between People; Authority and Power; Law and Order; Hope. They will be expected to adopt dramatic and dance technique that is fitting and appropriate to the style, and form of the piece. They will complete this unit by devising a piece of dance and theatre that combines drama and dance to explore a theme by carefully selecting appropriate scenes, theatrical conventions and repertoire to form a piece of well-crafted storytelling.