**KS3 - Performing Arts - Cycle 2**

**Autumn Term 2**

**Winter Showcase**

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|  | **Pathway 1** | **KS3**  **Performing Arts**  **Cycle 2** | **Autumn Term 2**  **Winter Showcase** | |
| **Learning Intention:** Performance based unit, students will have the opportunity to create a short group performance from scratch based on a given theme. Students will explore music choices related to a suggested theme and take part in working as a group to choreograph a short dance sequence appropriate for the whole group. Students will consider the use of dialogue in their performance and create short scripts for this as needed. Students will consider what props might be needed to enhance their performance. Students will watch back their performance and give constructive feedback. | | | | |
| **Key knowledge that should be learned during this SoW** | | **All** | **Most** | **Some** |
| **Concept:** | | Take part in a group performance | Contribute ideas towards a group performance | Planning a performance |
| **Knowledge:** | | Know what winter is.  Know that all performances are planned and rehearsed.  Know that all performers get feedback on their performances | Know that events in performances are sequenced.  Know what the terms props, scenery and feedback mean.  Know what the terms performance and rehearsal mean | Know that choreography is planning dances.  Know that props and scenery can be used to enhance performances.  Know the term script. |
| **Key Skills:** | | expressing likes and dislikes of a performance  creating simple props | suggest movements for dances. suggest something they could do better | sequencing dance moves.  suggest simple dialogue for a script |
| **Language and/or communication skills:** | | winter  snow  cold  props  Use of signalong and widgit symbols to support access to and learning of new language  Use of Mindmaps to explore theme | feedback  sequence  scenery  background  performance  rehearsal  Use of ELKLAN sequencing diagrams to support creating/structuring story | plan  choreography  script |
| **Curricular Links** | | **English**  En1/1a listen and respond appropriately to adults and their peers  En1/1b ask relevant questions to extend their understanding and knowledge  En1/1c use relevant strategies to build their vocabulary  En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  En1/1h speak audibly and fluently with an increasing command of Standard English  En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates    **Maths**  Ma1/3.3a describe position, directions and movements, including whole, half, quarter and three-quarter turns.    **Art**  Ar1/1.1 to use a range of materials creatively to design and make products    **Resistant Materials**  DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria  DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics    **PE**  PE1/1.1c perform dances using simple movement patterns. | | |