

Year 8 Arts Curriculum Map

| Subject/Term | Term 1 Knowledge | Term 2 Knowledge | Term 3 Knowledge | Term 4 Knowledge | Term 5 Knowledge | Term 6 Knowledge |
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| Drama 6 projects covered <i>Skills: Beyond; Performance; Devising; Appraisal</i> | Genre: Mime; Silent Movies; Melodrama; Naturalism; Physical Theatre | What has happened to Lulu?: Scenario exploration; Devising techniques; Performance techniques | Dreams - 'It's all in the mind': Ideas exploration; Physical Theatre; Transitions; Abstract representation; Devising techniques | 'Ernie's incredible: Scene exploration; Physical Theatre; Style/Genre; Directing | 'Ernie's incredible Illucinations' script work: Play on a page layout; Characterisation; Rehearsal techniques | Greek Theatre: History of theatre; Messenger; Stage configurations; Deus ex-machina; Choral effects & styles |
| English 3 units covered <i>Skills: Structure and coherence; Spelling, punctuation and grammar; Applying context; Using evidence; Analysing technique; Awareness of impact; Listening, discussing and presenting</i> | The Play (War related) - Journey's End To include: characters, plot, themes, structure, context, stagecraft and writer's methods. | | The Novel – Of Mice and Men To include: characters, plot, themes, structure, context and writer's methods. | | Shakespeare – Much Ado About Nothing To include: characters, plot, themes, structure, context, stagecraft and writer's methods. | |
| History 3 units covered per term <i>Skills: Construct relevant, structured and evidentially supported written work; Use evidence and evaluating evidence; Develop own hypothesis and conclusions; Evaluate different interpretations about the past; Use historical terms and concepts.</i> | CONQUEST/REVOLUTION – Significant change: political, social and economic, increase in population, industrial. POWER & THE PEOPLE – establishment of the class system, economic divide. Living and working conditions RELIGION/ETHICS – Age of enlightenment, science v religion | | CONQUEEST/REVOLUTION – French Revolution, growth of Imperialism; Case study India POWER & THE PEOPLE – beginnings of social and political change, growth of democracy, improvement in living and working conditions. RELIGION/ETHICS –Slavery | | CONQUEEST/REVOLUTION – Growth of Imperialism, causes of the First World War. POWER & THE PEOPLE – Abolition of Slavery RELIGION/ETHICS –Slavery, Causes of the First World War. | |
| RE 4 units covered <i>Skills: Knowledge; Comprehension; Application</i> | R1 – Worship and Belief: Christianity, Islam and evaluation methods | R2 – Prejudice and Discrimination: Discrimination, Prejudice and Human Rights | R3 – Poverty: Aid, Charity and Poverty | | R4 – Suffering: Natural, Moral and War | |

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| Music 3 units covered <i>Skills: Performing; Composing; Listening and appraising</i> | Computer Gaming music: Ability to play basic and simple parts (melody or bass line) from a range of gaming music scores Be able to describe leitmotif and sound effects (SFX) | Riffs & Hooks in Pop and Rock music: Ability to recognise and play full fingered chords in root position Be able to follow a simple score To know the term riff | Music from Film and Theatre: To recognise instrumental and vocal stylistic features from film and theatre genre To recognise how music can have a huge impact on how the audience perceives meaning |
| French 3 units covered <i>Skills: listening; speaking; reading and writing</i> | TV and cinema Different activities, TV programmes, films | Paris Activities in Paris, weather, transport, tourist attractions, describing a visit | Carnival Describing an event, music, clothes, food and drink, meals |