

## 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
<b>Drama</b> <b>6 projects covered</b> <i>Skills: Beyond; Performance; Devising; Appraisal</i>	Physical theatre People as props, mime, silent movies		Dreams - 'It's all in the mind': Ideas exploration; Physical Theatre; Transitions; Abstract representation; Devising techniques	Devising Scenario exploration Devising techniques Performance 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
<b>English</b> <b>3 units covered</b> <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.	
<b>History</b> <b>3 units covered per term</b> <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.	
<b>RE</b> <b>4 units covered</b> <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	

<p><b>Music</b>  <b>3 units covered</b>  <i>Skills: Performing; Composing; Listening and appraising</i></p>	<p>Film and computer game music  Identify and describe leitmotifs and sound effects (SFX).  Explain the importance and impact of music in films and games, including its historical and cultural context.  Perform simple melodies or bass lines from a range of game and film music scores.</p>	<p>Riffs &amp; 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</p>	<p>Acoustic guitar playing and techniques  To recognise different guitar techniques, including proper posture, hand positioning, and strumming patterns.  Engage with a range of musical styles, explore the historical and cultural context of acoustic guitar music.</p>
<p><b>French</b>  <b>3 units covered</b>  <i>Skills: listening; speaking; reading and writing</i></p>	<p>TV and cinema  Different activities, TV programmes, films</p>	<p>Paris  Activities in Paris, weather, transport, tourist attractions, describing a visit</p>	<p>Carnival  Describing an event, music, clothes, food and drink, meals</p>
<p><b>German</b>  <b>3 units covered</b>  <i>Skills: listening; speaking; reading and writing</i></p>	<p>Staying healthy  Parts of the body  Illnesses  food and drink  Healthy lifestyles</p>	<p>Holidays  Holiday destinations  Transport  Holiday accommodation  In a restaurant  Holiday activities  Weather</p>	<p>Clothes and music  Clothes  Music  Music festival</p>
<p><b>Spanish</b>  <b>3 units covered</b>  <i>Skills: listening; speaking; reading and writing</i></p>	<p>Holidays  Talking about where I went, who with and how I travelled in the past, present and future tenses. Being able to give your opinion on these holidays and explain a wide range of activities in the past and present tenses. Ideas should be linked together well with connectives and sequencers. To be able to describe what is in your suitcase, in 3 tenses and for different weather types.</p>	<p>Hobbies and technology  To be able to understand and produce vocabulary relating to how you use your mobile phone, in the present and future tense. Talking about which musical genres you like, and to be able to give justified reasons. To be able to compare different genres of television, and to justify those comparisons. Finally, to talk about hobbies in 3 different tenses and be able to recognise each clearly.</p>	<p>Cuisine  Recognise key Spanish food delicacies, and to be able to talk about foods you like/dislike and justify why. To be able to discuss dietary requirements and be able to order food in a restaurant and understand what a waiter is likely to say, using 'usted' to address the customer formally. To be able to discuss which food items you are buying at a market in 3 tenses. To have the opportunity to participate in Spanish food tasting</p>