

Scheme of Work 2014

Subject: Performing Arts			Year: 2014-2015	
Lecturer: Julia VanEllis-Hammond				
Year Group: 9				
Class	Class Title	Topic & Learning Activities <i>Include varied & differentiated activities and promote equality & diversity and every child matters themes whenever possible</i>	How will learning be checked?	Resources
1	Introduction to Performing Arts. Assessing Prior Skills in Acting, Singing and Dance	<i>Theory class.</i> <i>Pupils will be given a questionnaire, which will assess their current skills in each of the Performing Arts disciplines. A class discussion will follow where the pupils will get a chance to share their findings with the rest of the class if they choose to do so.</i>	Written work will be marked and pupils will be given both written and verbal feedback	White Board. Exercise Books, Pens, Pencils, Homework Diaries.
2	The Anatomy of a Dancer. Skeleton Muscles	<i>Theory Class.</i> <i>Worksheet and class discussions where pupils will be able to apply and identify their theory learning with their actual physical beings.</i>	Written work will be marked and pupils will be given both written and verbal feedback	White Board. Exercise Books, Pens, Pencils, Homework Diaries.
3	The Anatomy of a Dancer. Muscles Joints	<i>Theory Class.</i> <i>Worksheet and class discussions where pupils will be able to apply and identify their theory learning with their actual physical beings.</i>	Written work will be marked and pupils will be given both written and verbal feedback	White Board. Exercise Books, Pens, Pencils, Homework Diaries.
4	The Anatomy of a Dancer Technologic/ correct terms of the types of movement of each joint and its relevance to dance.	<i>Theory Class</i> <i>Worksheet and class discussions where pupils will be able to apply and identify their theory learning with their actual physical beings.</i>	Written work will be marked and pupils will be given both written and verbal feedback	White Board. Exercise Books, Pens, Pencils, Homework Diaries.

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7	The importance of a Warm Up	<i>Practical and Theory class.</i> <i>Pupils will have the opportunity to demonstrate what experience they have had with regards to dance warm ups and will be given the scientific reason behind why they are effective. They will also be given a handout showing which muscle groups are used during each of the exercises.</i>	Written work will be marked and pupils will be given both written and verbal feedback	White Board. Exercise Books, Pens, Pencils, Homework Diaries.
8	The importance of a 'Cool Down'	<i>Practical and Theory class.</i> <i>Pupils will have the opportunity to demonstrate what experience they have had with regards to dance warm downs and will be given the scientific reason behind why they are effective. They will also be given a handout showing which muscle groups are used during each of the exercises.</i>	Written work will be marked and pupils will be given both written and verbal feedback	White Board. Exercise Books, Pens, Pencils, Homework Diaries.
9	Assignment 1	<i>Pupils will be split up in to equal groups and will given their first assignment in Dance/ Performing Arts.</i> <i>Assignment Title: 'Constructing an effective dance warm up for dancers'</i> <i>Pupils will be asked to prepare a physical warm up to present to the class and produce a supporting document and outlines the importance and relevance of each exercise incorporated into the warm up.</i>	Pupils will be monitored during their rehearsal and preparation stages.	White Board. Exercise Books, Pens, Pencils, Homework Diaries.
	Assignment 1	<i>Pupils will perform their warm ups in front of the class in an examination/ internal moderation type class.</i>	Pupils will be monitored during their rehearsal and preparation stages. The assessment will be marked and feedback will be issued accordingly.	White Board. Exercise Books, Pens, Pencils, Homework Diaries.

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