

LRB SCHEME OF WORK FOR KS3 COHORT 2022-2023

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		Heritage Heroes	Heritage Heroes	Vile and Victorious Victorians	Vile and Victorious Victorians	Gods and Monsters	Gods and Monsters
Expressive Arts	Drama	<p>NEW BEGINNING -As most of the students will be new to Drama, the first term will give the students an opportunity for them to get to know each other and develop their social and teamwork skills, while also establishing some basic techniques that can be carried on throughout the rest of the academic year. Students will work effectively within groups, pairs and individually and will develop understanding of basic drama skills. Students will be able to apply basic drama skills to the creation of a piece of performance. Students will learn to evaluate the effectiveness of their own and their peers' performance work.</p> <p>https://www.rhinegold.co.uk/wp-content/uploads/2015/10/TDAU1_1617_scheme-KS3_Year7-intro-to-drama.pdf</p>		<p>ERNIE'S INCREDIBLE HALLUCINATIONS - Students will be working with Mrs Parry on a production that will be used during transition events with the year 6 cohort. All students will have a key role in the production whether back stage or as an actor. Production will include all year 7,8,9 and 10 LRB students.</p>		<p>BRINGING A SUPERHERO TO LIFE? - Students will investigate how trailers use a range of techniques to persuade the audience to watch a film. Students will look at how music creates mood and atmosphere. Students will create a detailed timeline that describes the camera angles, sound and editing used in each section of the trailers.</p>	
	Music	<p>WELSH MUSIC -Review and examine a variety of Welsh music including welsh choirs, brassbands and famous welsh artists from Shirley Bassey, Tom Jones, Manic Street Preachers to Stereophonics and Duffy. Students will research Welsh musicians using ICT and will share their findings to the group.</p>	<p>WELSH SONG- Learn and preform a Welsh song ' Sospan Fach'. Learners as an entire class will learn, translate and discuss the significance of the lyrics and its links with our cultural heritage. Students to use timing and rhythm to help sing the right parts at the correct time .</p>	<p>ERNIE'S INCREDIBLE HALLUCINATIONS - Students will be working with Mrs Parry on a production that will be used during transition events with the year 6 cohort. All students will have a key role in the production whether back stage or as an actor. Production will include all year 7,8,9 and 10 LRB students.</p>	<p>ERNIE'S INCREDIBLE HALLUCINATIONS - Students will be working with Mrs Parry on a production that will be used during transition events with the year 6 cohort. All students will have a key role in the production whether back stage or as an actor. Production will include all year 7,8,9 and 10 LRB students.</p>	<p>GREEK TRADEGY - Music in Greece is screams diversity due to the creative Greek assimilation of different influences of the Eastern and Western cultures of Asia and Europe. Music is an important aspect of the daily culture of the country It has a long history dating from Antiquity, during which poetry, dancing, and music were inseparable and played an important part in ancient Greek's everyday life. The Greek tragedy used music as one of its component elements. Students will listen to a variety of pieces of Greek music from Ancient times to modern day Greece. Students will become familiar with some of the instruments used and experience some first hand.</p>	<p>WELSH DANCE? - Students will explore a variety of traditional Welsh dance songs and use these to create a series of dances. Students will look at how the music creates mood, pace and energy and create a series of dance moves to accompany the music. Students will compare and contrast traditional Welsh music to traditional Greek music and use their knowledge to create a dance of both traditions.</p>

	Dance	<p>YOGA- Students will learn a series of Yoga poses that they will complete independently before the end of term. Students will learn the following poses : Downward dog, Tree, Mouse, Salutation to the sun and warrior pose. Students will collaborate in a group to create a yoga routine of up to seven poses. Students will begin to use a range of skills in different ways and link them to make actions and sequences of movement . Students will begin to develop flexibility, strength, technique, control and balance and show some communication and collaborate with others in a variety of activities.</p>	<p>YOGA- Students will develop their knowledge of Yoga poses by learning more difficult poses that work on students balance and flexibility. Students will perform and link the sun salutation to another yoga pose. Students will complete all poses displaying good strength and technique. Students will work together to create a their own pose and then teach it to the group.</p>	<p>YOGA - Students will begin to develop flexibility, strength, technique, control and balance. Students will communicate and collaborate with others in a variety of activities. Students will have opportunities to compare their performances with previous ones and demonstrate improvement to achieve their personal best attempts to evaluate performance and recognise their own success.</p>	<p>YOGA - Students will begin to use a range of skills in different ways and link them to make actions and sequences of movement. Students will develop flexibility, strength, technique, control and balance. They will have opportunities to communicate and collaborate with others in a variety of activities. They will compare their performances with previous ones and demonstrate improvement to achieve their personal best. Students will evaluate their performance and recognise their own success. Students will develop their physical core Strength, Agility, Balance, Control, Coordination and Flexibility.</p>	<p>GREEK DANCE - Students will explore traditional Greek dance. Students will learn a movement pattern and then get creative by making their own movements. Students will learn to link action space dynamics and relationships using the stimulus of different characters and will learn to understand the effects of exercise on the body and mood.</p>	<p>TRADITIONAL DANCE- Students will explore traditional welsh dance such as Country Dancing. Students will experience some dances and practise a series of movements. Students will compare and contrast the Greek and Welsh traditional dances and work together to create a dance piece using both as inspiration. The finished piece will be performed to their peers.</p>
	Art and Design	<p>WELSH ARTISTS - Students will research and study the work of a selection of Welsh artists who use identity and their heritage as inspiration. Artists like Shani Rhys Jones, David Carpinni, Kyffin Williams. Students to appreciate Wales’ diverse culture and heritage.</p>	<p>IDENTITY- Design and produce a piece of artwork based on their identity and heritage. Students can use a variety of media and can incorporate text i.e poetry</p>	<p>VICTORIAN MOVING PICTURES- Students will look at the work of Victorian film maker/actor Georges Melies. Students will research his work and create a series of work based on Thaumotropes, Zoetropes and flipbooks. The end project will be a stop motion film which the students will plan and produce themselves.</p>	<p>SET DESIGN - Students will create a 3D set based on a Victorian workhouse, school or mine. Students will use their making and construction skills to create a mock up set that demonstrates depth and scale. Sets will be exhibited in a mini homage to the Great Exhibition.</p>	<p>ILLUSTRATION- Students will create an illustration of a story or book that includes gods or monsters. They may choose to create an important scene from the story or the cover of the book (a compilation of important people, symbols and settings that give the viewer hints of the subject of the story). They will need to Consider What is an important moment in the story? Students will have a variety of workshops that will develop thier knowledge and skills i.e, Printing, Ink work, Marbling, etc. They will use one of these skills in their final piece. Where is the paragraph that this illustration depicts? List the details you can included in the drawing. Are these details taken directly from the story, inferred or imagined? How can you convey the setting, mood, and personality of the characters?</p>	<p>ANCIENT OLYMPIC VESSELS - Students will learn to work with clay and design and make a vessel adorned with patterns and symbols based on the olympics. Students will learn how to form and mould clay and will have opportunities to use a variety of tools that create applied and incised marks. Students will be encouraged to assess their work and the work of others making constructive comments and feedback.</p>