



# Subject: Performing Arts

Year 9

## Curriculum Overview

**Intent:** *By the end of the year...* students will be able to describe the key features of different styles of theatre and identify how they differ from each other. Through honing in on particular drama and dance practitioners, students will be able to pick out the creative aims and intentions of a performance, and how they use stylistic features and techniques to create effects on their intended target audience. Students will understand that there are different approaches to creating performance material, but that – regardless of the routes taken – artistic collaboration is an essential part of any successful modern theatre endeavour. Students will be able to recognise the different roles and responsibilities in these creative teams. In their practical work, students will have taken on some of these roles within their groups, and will have gained a practical knowledge, understanding, and appreciation of the interrelationships between practitioners and how their collaborations help to shape the performance material and the effects that are created for the audience. Students will have practised and improved their acting and dance skills, and provided self and peer feedback which will develop their transferable problem solving skills and give them the confidence to present and promote themselves to an audience in any context.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
<b>Core Course Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<b>CORE 1: Skills- Physical Theatre (F.A)</b>  Have a secure understanding of skills and techniques, bringing skills together to create a character and embedding techniques within a piece of theatre.	<b>CORE 1: Skills- Hamilton MT</b>  Have a secure understanding of skills and techniques, bringing skills together to create a character and embedding techniques within a piece of theatre.	<b>Option 1: Winghart</b>  Be able to analyse and perform a piece of choreography.	<b>Option 1: DNA</b>  Be able to analyse and perform a piece of theatre.	<b>Core 2: Grease (MT)</b>  Understood the basic skills of devising original musical theatre.	<b>Core 2: Dance Practitioners</b>  Understood the basic skills of devising from looking into a variety of dance practitioners.
<b>Additional support links:</b>						



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<p><b>Knowledge:</b></p>	<p>How to use a growing range of skills and techniques with maturity. How to bring skills and techniques together to create a detailed character/performance. How to strengthen interpretative skills to create characters. How to embed theatre techniques within the creation of a piece.</p>	<p>How to use a growing range of skills and techniques with maturity. How to bring skills and techniques together to create a detailed character/performance. How to strengthen interpretative skills to create characters. How to embed theatre techniques within the creation of a piece.</p>	<p>Aims and intentions: what is it all for? (Does there need to be a reason?) Target audience: who is the target audience, and how (well) does the repertoire address them? What is the practitioner's creative process? Who do they collaborate with and why?</p>	<p>How to bring together Historical context, the key features of a style and the performance qualities and be able to analyse the impact.</p>	<p>How to understand the structure of storytelling. How to think more deeply when abstracting ideas from stimulus. How to show Maturity and refinement in choices of performance material. How to understand and analyse audience impact.</p>	<p>How to understand the structure of storytelling through dance. How to think more deeply when abstracting ideas from stimulus. How to show Maturity and refinement in choices of performance material. How to understand and analyse audience impact.</p>
<p><b>Skills:</b></p>	<p>Interpretative skills Collaboration/team work Selecting appropriate skills and techniques. Reviewing (Identify success criteria) Peer/self-assessment</p>	<p>Interpretative skills Collaboration/team work Selecting appropriate skills and techniques. Reviewing (Identify success criteria) Peer/self-assessment</p>	<p>Appreciation and evaluation Performance skills and qualities Analysis of style Team work skills Confidence building</p>	<p>Appreciation and evaluation Performance skills and qualities Analysis of style Team work skills Confidence building</p>	<p>Collaboration, team work, understanding structure of performance and impact on audience Character work Confidence building Creative thinking</p>	<p>Collaboration, team work, understanding structure of performance and impact on audience Character work Confidence building Creative thinking</p>



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	Confidence in performing to an audience. Applying skills and techniques taught in lessons to performance work.	Confidence in performing to an audience. Applying skills and techniques taught in lessons to performance work.				
<b>Common Lexicon:</b>	Characterisation Physicality Mannerism Movement memory Spatial Awareness Articulation Projection Breath control Remembering Lines Stage presence Energy Interpretation Improvisation Monologue Duologue	Characterisation Physicality Mannerism Movement memory Spatial Awareness Articulation Projection Breath control Remembering Lines Stage presence Energy Interpretation Improvisation Monologue Duologue	Analysis Contrast Style Application Practitioner Influences Style Application Key features Performance Quality Style Confidence Voice Movement	Analysis Contrast Style Application Practitioner Influences Style Application Key features Performance Quality Style Confidence Voice Movement	Character Theme Structure Characterisation Audience impact Techniques Aims Intention Practical exploration Stimulus Genre Naturalism Symbolism Semiotics	Character Theme Structure Characterisation Audience impact Techniques Aims Intention Practical exploration Stimulus Genre Naturalism Symbolism Semiotics
<b>Ambition Curriculum Links:</b>	Self Confidence Team work The ability to work under pressure Self-Discipline	Self Confidence Team work The ability to work under pressure Self-Discipline	Enjoyment Confidence Teamwork Creative thinking Problem solving	Enjoyment Confidence Teamwork Creative thinking Problem solving	Creative Thinking and Problem solving Team work Time Management Self-Awareness Analytical Skills	Creative Thinking and Problem solving Team work Time Management Self-Awareness Analytical Skills



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	<p>Understanding of the conventions and culture of the arts/theatre</p> <p>Exploring key themes and issues that relate to life skills e.g. Social, Moral, Spiritual</p> <p>Understanding different cultures</p> <p>Understanding social/historical/political and economic contexts.</p>	<p>Understanding of the conventions and culture of the arts/theatre</p> <p>Exploring key themes and issues that relate to life skills e.g. Social, Moral, Spiritual</p> <p>Understanding different cultures</p> <p>Understanding social/historical/political and economic contexts.</p>	<p>Working under pressure</p> <p>Self-discipline</p> <p>Self-awareness</p>	<p>Working under pressure</p> <p>Self-discipline</p> <p>Self-awareness</p>	<p>Exposure to a variation of repertoire</p> <p>Exploring key themes and issues that relate to life skills e.g. Social, Moral, Spiritual</p> <p>Understanding different cultures</p> <p>Understanding social/historical/political and economic contexts.</p>	<p>Exposure to a variation of repertoire</p> <p>Exploring key themes and issues that relate to life skills e.g. Social, Moral, Spiritual</p> <p>Understanding different cultures</p> <p>Understanding social/historical/political and economic contexts.</p>
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