

Y9 PERFORMING ARTS CURRICULUM SEQUENCING

Year 9	HT 4	HT 5	HT 6
Unit(s) (Tablet in 39week plan)	Surrealism	Crime & Punishment	Contemporary Practitioners
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> • Surrealism • Theatre of Cruelty • Physical theatre 	<ul style="list-style-type: none"> • Devising • Marking the moment, • Stereotypes • Motivation • Spontaneous improvisation 	<ul style="list-style-type: none"> • Kneehigh (storytelling, workshopping) • Complicite (myths, revival classics legends, multi-media, mime) • Frantic Assembly (building blocks, nuance)
Opportunities for Reading	Alice by Laura Wade 448 Psychosis Metamorphosis by Steven Berkoff	Blackout by Davey Anderson	Myths & Legends Fairy tales
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Students will continue to be intelligent spectators. They will make informed decisions about all the drama they create and experiment and explore their interpretation of a classic text.	Students will devise original and exciting pieces of drama that explore a variety of stimuli. Through creative exploration, aesthetic experiences and the making of shared meanings students should gain a greater understanding of what it is to be a good citizen.	Students explore, identify and employ the basic concepts of three contemporary theatre companies to enhance their creative repertoire. It will encourage them to take risks and widen their perspective on how the world can be presented through theatre.
Strategies to engage and maximise achievement of PP learners	<ul style="list-style-type: none"> • Raising pupil aspirations using engagement/aspirational language • Developing social and emotional competencies • Co-operative learning (structured group work) • Opportunities for visual, aural and kinaesthetic learning • Key terminology/ Aspirational quotes on display • Enrichment opportunities; school production, theatre trips & other performance opportunities 		
Cross Curricular Links (Authentic Connections with other curriculum)	English - storytelling	English – Language in scripts. Life Skills & citizenship	Dance - (through the PE curriculum) & English – storytelling
Key Assessments	Students will begin to refine performance & interpretive skills and learn appropriate rehearsal techniques to fulfil the creative intentions and purpose of different practitioners & styles of theatre. At the end of each unit students will be assessed on their ability to use the skills and performance strategies explored in each SOW in a performance environment.		