

Y9 PERFORMING ARTS CURRICULUM SEQUENCING

Year 9	Term 1	Term 2
Y9 Summary The SoL in year 9 empower students to engage with a wide variety of performance styles and methodologies, equipping them with the skills and knowledge to create dynamic, thought-provoking work that engages both them as performers and the audience. Substantive Knowledge: Students will develop a broad understanding of key theatrical movements and works, including John Godber’s social critique in <i>Teechers</i>, the real-world engagement of verbatim theatre, the intensity of surrealist techniques (through Berkoff and Artaud), the psychological complexity in <i>Black Out</i> by Davy Anderson, the process of devising to a brief, and the innovative approaches of contemporary practitioners like Kneehigh, Complicité, and Frantic Assembly. They will also explore themes such as crime, punishment, social critique, and the intersection of physicality and narrative. Disciplinary Knowledge: Students will apply practical skills in performance by experimenting with diverse styles and techniques, from physical and surrealist theatre to verbatim and contemporary devising. They will work collaboratively to create original work and perform existing scripts, refining their understanding of performance aesthetics, character portrayal, and theatrical impact. Through their engagement with contemporary practitioners and innovative techniques, students will develop their creative and critical thinking abilities.		
Unit(s) (Tablet in 39week plan)	Page to Stage: Exploring Theatrical Styles	From Concept to Curtain: Devising for Assessment
Substantive (key knowledge) required for Y11	Understanding key theatrical styles: naturalism, abstract, verbatim, and physical theatre. Knowledge of how style influences performance choices, audience response, and storytelling.	Students will learn the process of devising theatre from a set brief, where they create original work based on specific guidelines or themes provided to them. This will involve brainstorming ideas, developing characters, creating narrative structures, and working within constraints such as time or thematic focus.
Disciplinary (key skills) required for Y11	Interpreting and staging scripts in different styles. Making deliberate stylistic choices. Devising and performing with clarity, control, and creativity. Evaluating the impact of stylistic elements.	Students will practice collaboration and creative problem-solving as they devise new pieces of theatre. They will use physical theatre, improvisation, and scriptwriting techniques to create scenes that reflect the brief. Students will also learn how to edit, refine, and present their devised work to an audience, ensuring the concept aligns with the brief's requirements.

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Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Naturalism Abstract Theatre Verbatim Theatre Physical Theatre Splendid Theatre Co. Stylised Movement Playwright's intentions Nuance	Rising action Dénouement Exposition Character arc Spontaneous improvisation Exam brief Linear/ Non-linear/ circular structure
Opportunities for Reading	Short scenes or extracts from varied theatre styles Research on the internet	Various stimulus
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Exposure to diverse theatrical traditions and contemporary companies. Builds appreciation of theatre as a mirror for society, a tool for change, and a form of creative expression across time and culture.	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.
Strategies to engage and maximise achievement of PP learners	• 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 language & literature in plays Life skills – discrimination & stereotyping	English – storytelling Life skills – the role of the media
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.	