

Y9 PERFORMING ARTS CURRICULUM SEQUENCING

Year 9	HT 5	HT 6
Unit(s) (Tablet in 39week plan)	Theatre Without Limits: Styles of Kneehigh, Complicité & Artaud	Theatre Appreciation
Substantive (key knowledge) required for Y11	Students will explore the work of contemporary theatre companies such as Kneehigh, Complicité, and Artaud, known for their innovative, physical, and visually striking theatre. They will understand how these companies use movement, multimedia, and non-verbal storytelling to engage audiences and communicate complex themes.	Understanding key production elements: set, lighting, sound, costume, and performance. Knowledge of how these elements contribute to storytelling, theme, and mood. Awareness of contemporary theatre practices and interpretation.
Disciplinary (key skills) required for Y11	Students will experiment with physical theatre techniques, multimedia integration, and ensemble work, inspired by the styles of these companies. They will explore how to combine physicality, gesture, and minimal dialogue to convey narrative, emotions, and ideas, and practice developing a cohesive performance that pushes boundaries and engages the audience on multiple sensory levels.	Analysing and evaluating live performance. Using subject-specific vocabulary to discuss impact and intention. Making justified interpretations and personal responses. Comparing styles and techniques.
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	• Kneehigh (ensemble storytelling, adaptations) • Complicite (fragmented storytelling, multimedia, minimalistic set, montage) • Artaud (ritualistic performance, grotesque imagery, Total theatre, psychological impact)	Scenography Multimedia Integration Symbolic Design Transitions Directorial Interpretation Physical Score Character Embodiment Atmospheric Manipulation Juxtaposition Audience Positioning
Opportunities for Reading	Myths & Legends Fairy tales	Critical reviews
Developing Cultural Capital (exposure to very best- essential knowledge and skills of	Students explore, identify and employ the basic concepts of three contemporary theatre companies to enhance their creative repertoire. It will encourage	Exposure to award-winning British theatre exploring themes of identity, grief, acceptance, and resilience. Builds empathy and critical thinking through engagement with high-quality, diverse theatrical storytelling.

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educated citizens – appreciation of human creativity and achievement.)	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	• 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)	Dance - (through the PE curriculum) & English – storytelling	English – 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.	