

# Performing Arts Year 9 Curriculum Overview



## **Year 9 Overview**

In Year 9 students build upon a range of drama styles and genres, techniques, and skills, as well as production elements. There is a focus on developing confidence as well as working cooperatively with an open mind. Students will continue to focus on safe practice; warm-up/cool down and equipment safety in all lessons.

The students begin with exploring a variety of acting and performance styles; exploring different theatre practitioners and their techniques. This will be done through the use of Brechtian techniques and linking these to relevant social issues in society now.

The second topic students explore is scripted performance and contemporary themes within a play. Students will study the play *Heroin Lies*. This is a play which deals with relevant social issues and context such as peer pressure, social isolation, relationships, drug use and crime. Students will sympathetically analyse the script looking in detail at the journey of the main character and the impact of those around them. Students will be working in small groups to bring different sections of the text to life. They will study the background context and then communicate this to an audience using their body and voice. This will be performed to a live audience which the students will evaluate in a written assessment.

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The next topic we explore in year 9, is Classical Theatre; focussing on the play Macbeth by William Shakespeare. This is an opportunity for students to strengthen and extend previous acting and performance skills from years 7 and 8, alongside linking their understanding of the context with their studies in English. Exploring this topic enables confidence to increase and deepens knowledge and skill through studying the Shakespearean language and breaking down characters. Students will work as an ensemble and apply movement skills to their final performance of a scene from the play. This will develop and enhance transferrable skills such as team work and communication skills

Students will then move on to their next topic of physical theatre. Students will be given a vast range of stimuli to devise performance material from. They will be able to explore and apply appropriate physical and vocal skills and relevant performance skills. Students will extend their learning through select and eliminate process, so their performance material is concise and effective. All students will perform in front of the class as their audience. The students will put into practice Action, Space, Dynamics & Relationships in practical lessons.

During the Spring term students will have the opportunity to draw and build upon key stage 3 learning. They will observe, reflect, and form an opinion on a range of existing professional works. Students will write a review identifying significant performance and production elements such as performance styles and genres, production elements and the impact of design choices.

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During the next part of the Spring term, students will work on physical theatre; developing their understanding and ability to tell a story using movement as a primary performance element. There will be a focus on safety and developing necessary physical skills such as strength and stamina. This will be explored through physical warmups, stretches and physical theatre activities. Students will work together to create a physical theatre performance as an ensemble. This will develop their skills in teamwork, timing, spatial awareness.

The Summer term students will develop their industry understanding and explore production roles within the industry, looking at costume, set and make up design. In the final half term, students will study the art of acting for camera and creating a soap opera. They will learn about shot set up, storyboarding, hitting marks and audition technique. They will write their soap opera and perform this back to an audience.

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p><b>1-6 (Autumn 1)</b></p>	<p>Creating a Performance - Macbeth</p>	<p>Full read through of the script, <i>Macbeth</i>. Discussions based on the plotline, character relations, social issues and context within the script.</p> <p>Students will be put into groups and each group will be given a section of the script to bring alive. Students will become a theatre company using a range of roles such as performance or production. They will be allocated a performance role; conduct a full scene analysis, complete a character analysis to explore the character and their relations and apply complex physical and vocal skills. Students will also be responsible for staging and spacing and applying relevant performance skills. This will be performed to an audience where each student will give and receive constructive verbal feedback.</p>	<p><b>Teacher observation and peer feedback will be continuous throughout this topic.</b></p> <p><b>Teacher assessment of Group Performance: Macbeth.</b> <b>Year 9 Assessment grid highlighted.</b></p>
<p><b>7-13 (Autumn 2)</b></p>	<p>Using a script – Heroin Lies Focus on vocal and physical technique.</p>	<p>Students will study the play <i>The Terrible Fate of Humpty Dumpty</i></p> <p>Students will experience a full read through of the script to identify social issues, context and start to form an idea of characterisation. Social issues and context such as gang culture and bullying.</p> <p>Working in groups, students will explore specific sections of the script. They will analyse the section of the script, looking in detail at the journey of the main character and the impact of those around her. This will help students to characterise in detail.</p>	<p><b>Teacher observation and peer feedback will be continuous throughout this topic.</b></p> <p><b>Teacher assessment of Performance.</b></p> <p><b>Year 9 Assessment grid highlighted.</b></p>

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		<p>Students will select and apply relevant physical and vocal skills to bring the character and script to life.</p> <p>Students will learn the importance of rehearsing for performance. They will perform for an audience (class peers), using appropriate performance skills.</p> <p>After each performance, students will give and receive constructive feedback as well as completing a self-assessment/evaluation based on their own performance and process.</p>	
<p><b>14-18 (Spring 1)</b></p>	<p>Devising a performance using a stimulus</p>	<p>Students will retrieve learning from years 7 and 8 to develop their improvisational skills. They will be expected to use a range of stimulus to create a performance piece. Students will be given stimulus from images to text, movement, and objects. They are to use their imagination and teamwork skills to collaborate effectively. Students will understand how to eliminate and select appropriate performance material to develop using physical and vocal skills. Students will then be given a specific stimulus to devise an improvised piece which will be performed to the whole class. This will enable students to consolidate their learning of improvisation and performance techniques.</p> <p>Skills developed: teamwork, communication, creativity,</p>	<p><b>Teacher observation and peer feedback will be continuous throughout this topic.</b></p> <p><b>Teacher assessment of Performance. Year 9 Assessment grid highlighted.</b></p>
<p><b>19-24 (Spring 2)</b></p>	<p>Physical Theatre</p>	<p>Students will work on physical theatre; developing their understanding and ability to tell a story using movement as a primary performance element. There will be a focus on safety and developing necessary physical skills such as strength and stamina. This will be explored</p>	<p><b>Teacher observation and peer feedback will be continuous throughout this topic.</b></p>

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		<p>through physical warmups, stretches and physical theatre activities. Students will work together to create a physical theatre performance as an ensemble. This will develop their skills in teamwork, timing, spatial awareness.</p>	<p><b>Teacher assessment of Performance.</b> <b>Year 9 Assessment grid highlighted.</b></p>
<p><b>25-30</b> <b>(Summer 1)</b></p>	<p>Acting Skills and Script Work</p>	<p>Students will develop their industry understanding and explore acting skills using scripts from different sources; plays, TV Dramas and Soap Operas.</p> <p>They will explore different acting skills to apply to different types of scripts and texts and learn how to write and perform their own Soap Opera.</p>	<p><b>Teacher observation and peer feedback will be continuous throughout this topic.</b></p> <p><b>Teacher assessment of Performance.</b> <b>Year 9 Assessment grid highlighted.</b></p>
<p><b>31-38</b> <b>(Summer 2)</b></p>	<p>Realising performances</p>	<p>Students will observe and study a variety of performances and disciplines including physical theatre, musical theatre and comedy. They will explore the themes within a variety of pieces and recreate the performances. They will assess their progress and perform back to each other in groups and receive and give verbal feedback.</p>	<p><b>Teacher observation and peer feedback will be continuous throughout this topic.</b></p> <p><b>Workbook.</b></p> <p><b>Teacher assessment of Performance.</b></p>

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