

Year 9 Breadth Curriculum

INTENT: The Breadth Curriculum is designed to ensure every student in Year 9 is given the opportunity to continue their creative education through Performing Arts. Underpinned by the principle of Responding, Developing and Evaluating, the rotating course meets all National Curriculum requirements for Drama. Through engagement in Performing Arts, students will apply their imaginations and draw upon their own personal experiences. Their knowledge of elements of performance work enables them to effectively shape, express and share their ideas, feelings and responses, making use of language, space, symbol, allegory and metaphor. The foundation course ensures students experience breadth in the curriculum.

Half Term 1

DNA

Half Term 2

Devising Project

Why teach DNA here?

The scripted project builds on characterisation work in Year 7 and 8. Students will develop their skills in literacy by reading scripts in both a practical and analytical way before blocking out scenes and adding set, tech and staging. This project follows the style of GCSE Drama Component 2 and covers the range of skills required to respond, develop and evaluate a scripted piece.

National Curriculum Links

Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
Perform Dances using advanced Dance techniques within a range of Dance styles and forms.

Teaching Scripted Project here supports:

Charlie and the Chocolate Factory, Lord of the Flies, Greek Theatre, Breaking the Code, Animal Farm. Skills in character development, stage and lighting design, reading and literacy.

Why teach Devising Project here?

The devising project encourages students to respond to the world around them by creating a performance inspired by challenging stimuli. Students must build on the responding skills they have developed in Year 7 and 8, using a range of performance styles and techniques to develop a performance. Students will work as part of an ensemble to create a performance from scratch which incorporates dialogue, movement, staging, sound and lighting.

National Curriculum Links

Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Teaching Devised Project here supports:

Folklore and puppetry, Camelot, Melodrama, Characterisation, literacy (writing), Ensemble Work.