

Year 9 Performing Arts Curriculum Bridging Course

INTENT: This year builds a foundation of skills which will be used in Year 10. Students will be exposed to a range of practitioner theory and styles to be able to utilise in their devised work in Years 10 and 11. This phase promotes collaborative ensemble creativity and independent thinking skills as well as stress resilience to be able to handle the challenges of sophisticated performance.

Half Term 1

Devising Techniques

Half Term 2

Naturalism

Half Term 3

Devising Techniques

Half Term 4

Naturalism

Half Term 5

Artaud

Half Term 6

Political Theatre

<p>Why teach Devising here?</p> <p>This unit prepares students for work in Component 1 in Year 11. Students will be exposed to a range of devising techniques such as improvisation starters, pictures, songs and famous quotes. Students will learn to utilise a variety of genres, styles and forms in response to stimuli.</p>	<p>Why teach Naturalism here?</p> <p>This unit builds on the characterisation work established in Year 7 and 8 and refines acting theory into Stanislavskian practise. Students are introduced to the historical context of naturalism its importance in modern theatre.</p>	<p>Why teach Devising here?</p> <p>This unit prepares students for work in Component 1 in Year 11. Students will be exposed to a range of devising techniques such as improvisation starters, pictures, songs and famous quotes. Students will learn to utilise a variety of genres, styles and forms in response to stimuli.</p>	<p>Why teach Naturalism here?</p> <p>This unit builds on the characterisation work established in Year 7 and 8 and refines acting theory into Stanislavskian practise. Students are introduced to the historical context of naturalism its importance in modern theatre.</p>	<p>Why teach Artaud here?</p> <p>This unit continues to build on physical expression and introduces students to abstract Art through expressionism, absurdism and surrealism. Students learn to work in an experimental style creating experiential theatre which gives them a broader creative range than naturalism.</p>	<p>Why teach Political Theatre here?</p> <p>This unit introduces students to Brecht and the power Theatre has to reflect on our society. Students will look at David Hare and The National Theatre and will gain a basic understanding of the UK's political structure. They will learn how to research real world events and use them in devising which is a key element of Component 1.</p>
<p>Exam Specification Links</p> <p>AO1 – Ideas have been researched, created and developed in response to a chosen stimulus. Ideas from a chosen genre have been incorporated into the piece to create meaning.</p>	<p>Exam Specification Links</p> <p>AO1 – An excellent range of relevant techniques/ characteristics associated with the chosen practitioner/ genre is incorporated highly creatively as the piece is developed.</p>	<p>Exam Specification Links</p> <p>AO1 – Ideas have been researched, created and developed in response to a chosen stimulus. Ideas from a chosen genre have been incorporated into the piece to create meaning.</p>	<p>Exam Specification Links</p> <p>AO1 – Ideas have been developed, amended and refined during the development of the devised piece to create meaning through atmospheric development, use of space/ colour/ sound/ materials.</p>	<p>Exam Specification Links</p> <p>AO1 – Ideas have been developed, amended and refined during the development of the devised piece to create meaning through atmospheric development, use of space/ colour/ sound/ materials.</p>	<p>Exam Specification Links</p> <p>AO1 – Ideas have been researched, created and developed in response to the chosen stimulus. Highly imaginative ideas communicate meaning to the audience.</p>
<p>Teaching Devising here supports:</p> <p>Year 11 Component 1. Previous work undertaken in year 7 to devise work in response to stimuli. Understanding of structure, form and style.</p>	<p>Teaching Naturalism here supports:</p> <p>Year 11 Component 1 and 2 work on building a character. Component 3 written exam character analysis.</p>	<p>Teaching Physical Theatre here supports:</p> <p>Year 11 Component 1. Previous work undertaken in year 7 to devise work in response to stimuli. Understanding of structure, form and style.</p>	<p>Teaching Naturalism here supports:</p> <p>Year 11 Component 1 and 2 work on building a character. Component 3 written exam character analysis.</p>	<p>Teaching Play Text here supports:</p> <p>Rehearsal and experimentation in Components 1 and 2. A broader understanding of staging and technical skills for set design questions in Component 3.</p>	<p>Teaching Political Theatre here supports:</p> <p>Devising skills developed earlier on in the year, research in Component 1. It also gives students a broader understanding of Theatrical styles and genres.</p>

Year 9 Performing Arts Curriculum

INTENT: The Performing Arts 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 and Dance. 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.

Half Term 1 Devising Project

Half Term 2 Physical Theatre Project

Half Term 3 Scripted Project

<p>Why teach Devising Project here?</p> <p>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.</p>	<p>Why teach Physical Theatre here?</p> <p>Physical Theatre embodies a range of skills not fully explored in Drama lessons. In this Projects, students will explore different styles of movement and physical expression whilst exploring a Frantic Assembly play text. Students will work both individually and in small groups to create phrase, motifs and sequences whilst incorporating dialogue and characterisation.</p>	<p>Why teach Scripted Project here?</p> <p>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.</p>
<p>National Curriculum Links</p> <p>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.</p>	<p>National Curriculum Links</p> <p>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.</p>	<p>National Curriculum Links</p> <p>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.</p>
<p>Teaching Devised Project here supports:</p> <p>Transition Project, Folklore and puppetry, Camelot, Melodrama, Characterisation, literacy (writing), Ensemble Work.</p>	<p>Teaching Physical Theatre here supports:</p> <p>Street Dance, Samba, Charlie and the Chocolate Factory, movement and physicality, tempo pace and rhythm, musical literacy.</p>	<p>Teaching Scripted Project here supports:</p> <p>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.</p>