

## What are the aims and intentions of this curriculum?

The Year 9 Performing Arts curriculum has been designed to introduce students to the BTEC curriculum and the expectations of studying a level 2 option. The aim is to give young people the knowledge and skills to complete their studies to an optimal standard. Knowledge of the Performing Arts Industry is a key component of the curriculum. Students will study influential practitioners and their use of techniques, acquiring the knowledge and skills to further develop their own creative work.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<b>STUDY OF A PRACTITIONER - Frantic Assembly and Physical Theatre</b> <ul style="list-style-type: none"> <li>• Style and Genre</li> <li>• Devising work</li> <li>• Performance</li> </ul>	Students will study the contextual factors that have influenced and informed the works of Frantic Assembly, and the theatrical techniques of Physical Theatre which the company uses. Students will workshop these techniques and create a performance piece.	<ul style="list-style-type: none"> <li>• Physical Theatre skills</li> <li>• Research skills</li> <li>• Workshop skills</li> <li>• Performance skills</li> <li>• Roles and responsibilities</li> </ul>	<p><b>Create:</b> All students will be involved in the creative process for their final performance. They will research Frantic Assembly and Physical Theatre.</p> <p><b>Perform:</b> All students will perform on stage to a live audience.</p> <p><b>Respond:</b> All students will evaluate and self-assess after every performance.</p>
Autumn 2	<b>DANCE PERFORMANCE Frantic Assembly Choreography</b> <ul style="list-style-type: none"> <li>• Creating work</li> <li>• Performance</li> </ul>	Students will use knowledge gained to create a dance performance using Physical Theatre techniques in the style of Frantic Assembly. They will apply the skills and techniques they have learned to put into their final performance.	<ul style="list-style-type: none"> <li>• Physical Theatre skills</li> <li>• Choreography skills</li> <li>• Movement skills</li> <li>• Performance skills</li> </ul>	<p><b>Create:</b> All students will be involved in the creative process for their final performance. They will be responsible for creating their own movement material.</p> <p><b>Perform:</b> All students will perform on stage to a live audience.</p> <p><b>Respond:</b> All students will evaluate and self-assess after every performance.</p>
Spring 1	<b>STUDY OF A PRACTITIONER - Brecht and Epic Theatre</b> <ul style="list-style-type: none"> <li>• Devising work</li> <li>• Performance</li> </ul>	Students will revisit the genre of Political Theatre through the study of Epic Theatre and Bertolt Brecht. They will gain knowledge of the political and historical context, the non-naturalistic techniques used and will then create a piece in the style of Brecht.	<ul style="list-style-type: none"> <li>• Devising skills</li> <li>• Research skills</li> <li>• Responding to a stimulus</li> <li>• Developing dramatic techniques</li> <li>• Performance skills</li> </ul>	<p><b>Create:</b> All students will be involved in the creative process for their final performance. They will be responsible for researching Brecht and Epic Theatre and bringing in their information to use towards the creative process.</p>

				<p><b>Perform:</b> All students will perform on stage to a live audience.</p> <p><b>Respond:</b> All students will evaluate and self-assess after every performance.</p>
<b>Spring 2</b>	<p><b>DEVISING THEATRE – The Scream and Surrealism</b></p> <ul style="list-style-type: none"> <li>• Devising work</li> <li>• Performance</li> </ul>	<p>Introducing students to using a visual image to create theatre. Students will research ‘The Scream’ by Munch, studying the meaning and contextual issues. Using the stimulus students will then create a Surrealist piece of theatre using dance and drama.</p>	<ul style="list-style-type: none"> <li>• Research skills</li> <li>• Workshop skills</li> <li>• Devising skills</li> <li>• Interpretative, stylistic and technical skills</li> <li>• Choreographic skills</li> <li>• Performance skills</li> </ul>	<p><b>Create:</b> All students will be involved in the creative process for their final performance and will gather their own research on Munch and The Scream painting.</p> <p><b>Perform:</b> All students will perform on stage to a live audience.</p> <p><b>Respond:</b> All students will evaluate and self-assess after every performance. All will fill out The Scream booklet.</p>
<b>Summer 1</b>	<p><b>STUDY OF A MUSICAL West Side Story</b></p> <ul style="list-style-type: none"> <li>• Theatrical context</li> <li>• Learning and adapting text and set repertoire</li> <li>• Performance</li> </ul>	<p>Students will revisit and build on previous knowledge of the genre of Musical Theatre. Students will study both the stage and film version, looking at the historical context and use of musical theatre techniques. Students will then choose a scene to recreate.</p>	<ul style="list-style-type: none"> <li>• Research skills</li> <li>• Workshop skills</li> <li>• Directing skills</li> <li>• Choreographic skills</li> <li>• Musical Theatre skills</li> <li>• Performance quality</li> <li>• Performance skills</li> </ul>	<p><b>Create:</b> All students will be involved in the creative process for their final performance of West Side Story.</p> <p><b>Perform:</b> All students will perform on stage to a live audience.</p> <p><b>Respond:</b> All students will evaluate and self-assess after every performance.</p>
<b>Summer 2</b>	<p><b>CHOREOGRAPHY – RADS</b></p> <ul style="list-style-type: none"> <li>• Skills and Techniques</li> </ul> <p>Performance</p>	<p>Students will be taught a piece of dance. In groups they will be responsible for changing the Relationships, Action, Dynamics and Space. They will use their interpretative, technical and stylistic skills to develop their piece of choreography.</p>	<ul style="list-style-type: none"> <li>• Dance and drama skills through improvisation and set tasks</li> <li>• Techniques and performance skills</li> <li>• Performance confidence</li> <li>• Interpretative skills</li> <li>• Technical and stylistic skills</li> <li>• Collaboration and meeting deadlines</li> <li>•</li> </ul>	<p><b>Create:</b> All students will be involved in the creative process for their final performance of RADS.</p> <p><b>Perform:</b> All students will perform on stage to a live audience.</p> <p><b>Respond:</b> All students will evaluate and self-assess after every performance.</p>