



## Performing Arts Department Curriculum and Assessment Map

	Term 1	Term 2	Term 3	
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**Year 9  
Performing  
Arts**

**Dance- Issue based**

*This topic will give students the understanding of a professional repertoire and allow them to see how issues can be portrayed through dance and the impact this has on the audience. By covering a sensitive topic this will allow students to relate to the theme and gain an awareness into current issues happening in the world. Students will gain skills and knowledge of how to demonstrate intent through movement and choreography.*

**Drama- Theatre In Education**

*This topic introduces students to the concept of delivering education through the means of Theatre. Students will build on their devising skills from year 8 and these skills will be imperative as we move into higher level devising projects in year 10. Students will explore ways of delivering messages through Theatre including use of language , shaping ideas from a stimulus and exploring techniques used to create successful TIE performances.*

*This topic is studied at this point to allow for the longer half term- this way students have sufficient time to explore all of their ideas and develop them into a successful piece. Moving forward a way to develop this would be to take performances into primary to fully deliver the education concept.*

**Dance- Emancipation of expressionism**

*This topic builds on the street dance techniques covered in year 8 as well as interleaving with skills from HT1 . This professional repertoire explores structure of dances and choreographic techniques which will allow students to create and develop their own movement ideas that directly link to the structure. Students beginning to explore structure and themes. This dance interleaves with the TIE drama topic in HT2 using performance skills that are transferable across the 2 disciplines. This topic*

**Drama- Performing from a Text**

*In this topic students will be introduced to text ‘Blood Brothers’ they will explore characters and staging of the piece to develop a secure understanding of a section of the play Students will build on vocal and movement skills from scripted work in year 8 and their understanding of naturalistic performance when performing.*

*This topic is delivered here as a contrast to the TIE topic by being more naturalistic. will be exposed to this text as it is a similar style to one studied at ks4. It allows them to develop skills for interpreting script and characters. It is delivered at this point in the term to secure knowledge on a professional text similar to those studies in ks4 and give insight*

**Roles and responsibilities within a dance company**

*In this practical and theory combined topic, students will explore the different roles and responsibilities of a director, dancer, choreographer and costume designer. This allows them an insight into different careers in the dance and theatre industry as well as exploring skills and knowledge required for non performance roles. This topic is delivered now to engage those students that have not opted for a performing arts course in year 10. Also by combining theory aspects with practical it gives students an insight into what is expected of them if they have opted for a ks4 course as well exploring these non performance and performance areas. By creating a project style topic students can opt for a preferred roles, whilst studying these in greater detail.*

**Analysing theatre**

*This links to component 3 gcse drama- interpreting theatre – again this gives students opting for the course an insight in the theory element delivered at ks4 from the drama aspect.*

*Students will practically explore a Mark Wheeler play in verbatim style again preparing preparing for ks4 curriculum. This interleaves’ the knowledge from HT2 and students can build on this when analysing sections of the play. They will be able to use techniques from both verbatim and epic theatre to develop knowledge and apply their skills and knowledge to performance. Students will develop use of key vocabulary in both practical and during written tasks- these will be structured around the practical where students will demonstrate understanding of how the used the techniques within their performance and identifying areas for development in their own work.*

*This is the final part of the year 9 sequence because it interleaves with both drama topics by focusing on performance skills and techniques such as alienation, mime, narration fourth wall etc and in a circular structure links back to TIE with a nod to the non naturalistic style. This will also prepare students to go into the devising topic in year 10 term 1.*

			<p><i>is studied at this point to develop students technical skills as well as to study a professional work that is often explored at ks4. Through exploring themes and repertoire a work at this level students will be prepared for creating their own ideas for a dance piece in ht5.</i></p>	<p><i>to those potentially choosing drama at ks4. Also it will allow students to progress onto analysing theatre in ht6 with a good understanding of both naturalistic and non naturalistic styles.</i></p>		
<p><b>Fundamental Knowledge</b></p>	<p>During the issue based dance scheme of learning, pupils will gain n knowledge and understanding relating to:</p> <p>Understanding what professional repertoire is</p>	<p>During the Theatre in Education scheme of learning, pupils will gain n knowledge and understanding relating to:</p> <ul style="list-style-type: none"> <li>• What is the purpose of TIE</li> <li>• Understanding and utilising different explorative strategies</li> </ul>	<p>During this dance scheme of learning, pupils will gain knowledge and understanding relating to:</p> <p>Pupils will explore and analyse the choreography from professional repertoire</p>	<p>During this topic, students will gain knowledge and understanding relating to:</p> <p>Interpreting script and characters</p> <p>Understanding stage directions and</p>	<p>Pupils will explore and examine the roles, responsibilities and skills required within a dance company enabling them to develop their knowledge and understanding of how each role contributes to a final performance; this</p>	<p>Pupils will explore professional performance work and examine the different approaches and techniques used by theatre practitioners.</p> <p>Pupils will identify different practitioners' styles, processes and explore their rehearsal techniques.</p> <p>They will understand and explore:</p> <ul style="list-style-type: none"> <li>• elements of set design/costume/sound/lighting.</li> <li>• Themes and styles of the piece</li> </ul>

<p>Analysing professional repertoire</p> <p>Accurately re-creating a piece of professional repertoire</p> <p>Understanding and demonstrating performance intent</p> <p>Identifying and responding to a stimulus</p> <p>Creating a successful mood board</p> <p>Performing choreography that demonstrates issue and intent.</p>	<ul style="list-style-type: none"> <li>• Shaping ideas to communicate meaning through Drama</li> <li>• Developing and realising ideas within a group</li> <li>• Using the language of Drama to communicate ideas and evaluate During the Theatre in Education scheme of learning, pupils will gain knowledge and understanding relating to: <ul style="list-style-type: none"> <li>• Devising and performing an original piece of Theatre in Education</li> </ul> </li> </ul> <p>Explore language and techniques often used to create TIE performances:</p> <ul style="list-style-type: none"> <li>• Mime</li> <li>• Marking the moment</li> <li>• Slow motion</li> </ul>	<p>‘emancipation of expressionism.’</p> <p>Understanding of the choreographic techniques used</p> <p>Themes and intentions relating to the performance</p> <p>Physical and performance skills required for this style of performance.</p> <p>Applying relevant skills when learning and performing this choreography.</p> <p>Evaluating their own strengths and areas for development.</p>	<p>different types of staging</p> <p>Demonstration of techniques used in Stanislavski's naturalistic theatre <i>Magic If</i> <i>Given Circumstance</i> <i>Emotional memory</i></p> <p>Using techniques to Creating a believable character- Hotseating</p> <p>Understanding performance intention.</p> <p>Use of vocal skills: Pitch, Pace, Tone, Diction, Volume, Articulation</p>	<p>includes both performance and non-performance roles.</p> <p>They will identify and develop knowledge relating to responsibilities such as</p> <ul style="list-style-type: none"> <li>• rehearsing</li> <li>• performing</li> <li>• contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing or refining performance material</li> <li>• managing self and others.</li> <li>• Skills such as: physical, vocal and music skills used by performers</li> </ul>	<ul style="list-style-type: none"> <li>• Context of the theatre piece</li> <li>• How a narrative is communicated on stage.</li> </ul> <p>Demonstrate knowledge and understanding of the stylistic features of non-naturalistic theatre</p> <p><i>Musical Theatre</i> <i>Still image</i> <i>Alienation</i> <i>Mime</i> <i>Narration</i> <i>Split scene</i> <i>Breaking the Fourth wall</i> <i>Flashback</i></p> <p>Apply techniques and knowledge to practical work linking to the set theatre piece studied</p> <p>Pupils will also be consistently:</p> <ul style="list-style-type: none"> <li>• <i>Responding to feedback from teachers/peers</i></li> <li>• <i>Using relevant terminology to the style being studied ( listed above )</i></li> </ul>
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		<ul style="list-style-type: none"> <li>• Narration</li> <li>• Thought track</li> <li>• Hot seating</li> <li>• Educational messages- theme</li> </ul>			<ul style="list-style-type: none"> <li>• skills used by a choreographer, dancer or costume designer</li> <li>• skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or creative skills</li> </ul> <p>As pupils begin to develop their own understanding and apply these skills they will create their own performance company, each choosing a specific role with the intention of creating their own performance piece.</p>	<ul style="list-style-type: none"> <li>• <i>Referencing professional theatre practitioners</i></li> <li>• <i>Identifying strengths and areas for development, setting clear targets for development.</i></li> </ul>
<b>Learning checkpoint 1 per half term</b>	<b>Checkpoint</b> Showing intent in performance- can the	<b>Checkpoint</b> Introducing a successful protagonist – can students create	<b>Checkpoint-</b> Can students accurately reproduce choreography from E of E	<b>Checkpoint -</b> Demonstrating correct pitch, tone and tempo in relation to Mickey or Eddie in their scene	<b>Checkpoint-</b> Identifying roles and responsibilities of a choreographer	<b>Checkpoint</b> Paragraph explaining the techniques used in non naturalistic theatre.

	students perform the repertoire showing key features of the style that link link the theme	an introduction for their protagonist.				
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			Can students accurately perform the 2 sections of Emancipation of Expressionism choreography			
<b>Common Assessment Task</b>	TA and TA 2 Dance and drama marked out of 40 throughout the terms					
<b>Interleaved Knowledge</b>		Referring back to year 7 and 8 curriculum with knowledge of theatre vocabulary. Hillsborough- devising techniques used in this year 8 topic such as improvisation, forum theatre, and	Referring to year 7 and 8 exploring the qualities of street dance style.  Interleaving with previous themes used in dance and constantly referring	Referring back to the ks3 curriculum and knowledge of performance styles and roles within a performance.  Referring back to previous topic and knowledge developed- TIE and self and team management.	Referring back to previous units and knowledge developed. Particularly drawing on knowledge of performers and their roles and techniques needed to be successful.  Referring back to Term 2, highlighting the key skills and processes used by different practitioners and how this can influence pupil's own practice. Using techniques and knowledge gained in	Re visiting previous key vocab from other terms and previous years.  Interleaving with non-naturalistic performance in year 8 (frantic assembly)  Referring to abstract, symbolism as in year 8 physical theatre.  Explore non naturalistic techniques that were seen in TIE topic.

		theme and stimulus. Applying knowledge of group work and rehearsal techniques studied previously.	back to key vocabulary	Linking knowledge and techniques back to year 7 and 8 where different practitioners have been studied and their processes discussed.	Term 1 to appreciate the importance of group equity and collaboration, communication and the elements of organising a performance.	