

## Y9 PERFORMING ARTS CURRICULUM SEQUENCING

Year 9	HT 1	HT 2	HT 3
<b>Unit(s)</b> (Tablet in 39week plan)	Performance	'Teechers' John Godber	True Stories
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> <li>• Hot seating</li> <li>• Peer assessment</li> <li>• Rehearsal</li> <li>• Sequencing</li> <li>• Thought-tracking</li> </ul>	<ul style="list-style-type: none"> <li>• Non-naturalistic</li> <li>• Direct address</li> <li>• Narration</li> <li>• Exaggerated characters</li> <li>• Gesture / choral movement</li> <li>• Multi-role</li> <li>• Fast paced</li> <li>• Social commentary veiled in humour</li> </ul>	<ul style="list-style-type: none"> <li>• Conscience Alley</li> <li>• Physical theatre</li> <li>• Flash back</li> <li>• Slow motion</li> <li>• Hot seating</li> </ul>
<b>Opportunities for Reading</b>	Various scripts	Teechers by John Godber Our Day Out by Willy Russell	'I don't like Mondays' Boomtown Rats 'Too Much Punch for Judy' Mark Wheeler
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Students will develop their interpersonal skills; communication, risk taking, resilience and peer trust through the rehearsal process. By creating meaningful characters in the performance they will become empathetic, compassionate citizens.	Students will recognise the ways in which playwrights, directors, designers and performers communicate meaning through the medium of drama. They will examine the text's social and cultural reference, making connections with their own lives.	Students will explore a creative direction going beyond a brief, experimenting with various drama strategies and their meaning. They will look further into cause and effect make a distinction between 'right' and 'wrong' ideologies and empathising with people different to themselves.
<b>Strategies to engage and maximise achievement of PP learners</b>	<ul style="list-style-type: none"> <li>• Raising pupil aspirations using engagement/aspirational language</li> <li>• Developing social and emotional competencies</li> <li>• Co-operative learning (structured group work)</li> <li>• Opportunities for visual, aural and kinaesthetic learning</li> <li>• Key terminology/ Aspirational quotes on display</li> <li>• Enrichment opportunities; school production, theatre trips &amp; other performance opportunities</li> </ul>		
<b>Cross Curricular Links</b> (Authentic Connections with other curriculum)	English – Language in scripts.	English language & literature in plays Life skills – discrimination & stereotyping	English – storytelling Life skills – the role of the media

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### Key Assessments

Students will begin to refine performance & interpretive skills and learn appropriate rehearsal techniques to fulfil the creative intentions and purpose of different practitioners & styles of theatre. At the end of each unit students will be assessed on their ability to use the skills and performance strategies explored in each SOW in a performance environment.