

Curriculum Knowledge Map 2022-23



Year 9	AUTUMN	
Topics	Naturalism	Abstract with Practitioners
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> ▪ Know how to interpret and develop a believable character through the exploration of the style Naturalism ▪ Know who Stanislavski is, how he influenced the style of Naturalism. ▪ Know the basic rehearsal processes of Stanislavski: Units and Objectives. Through line of Actions and the Super objective. Truth, Belief and the 'Magic If'. Imagination. Subtext. Motivation. ▪ How to approach reading and performing a script – Understand the conventions of stage directions, tone, language style, cues, character, plot, and structure. ▪ Know how to use memory skills to learn lines such as chunking, running lines with another person, using cues, making a recording etc. ▪ Know the meaning of Drama key vocabulary and utilise when performing a role 	<ul style="list-style-type: none"> ▪ Know how to create and develop ideas to communicate meaning for a theatrical performance ▪ Know how to select and apply key devising concepts to create a meaningful performance: Know key elements/ conventions of theatre practitioner's styles: <ul style="list-style-type: none"> ▪ Kneehigh ▪ Berkoff ▪ Artaud ▪ Joan Littlewood, ▪ Frantic Assembly
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> ▪ Complete character and rehearsal exercises with focus and commitment to develop a character. ▪ Complete Stanislavski Techniques with a focus on delving deep into a character ▪ Be able to deliver a believable performance showing understanding of how to use voice and body to communicate the thoughts and feelings of an interpretation of the character ▪ Work closely with other people to create a powerful performance that builds tension and atmosphere. 	<ul style="list-style-type: none"> ▪ Contribute to Practitioner exploration workshops utilising appropriate Acting Skills and theatrical techniques ▪ Work collaboratively, giving everybody in the ensemble a voice and allowing each other the time and space to take risks ▪ Be open to explore the Social, Cultural and historical context of a practitioner's style ▪ Able to analyse and evaluate the effectiveness of their choice of Acting and Theatrical Skills and analyse and evaluate their own and other performances, through written and verbal feedback.



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Disciplinary Literacy (Tier 3 Vocab)	<ul style="list-style-type: none"> ▪ Structure ▪ Character ▪ Language ▪ Sub-text ▪ Genre 	<ul style="list-style-type: none"> ▪ Creative Adaption ▪ Theatre Practitioner ▪ Form ▪ Style ▪ Genre
Assessment	<ul style="list-style-type: none"> ▪ Key Vocabulary ▪ Performance 	<ul style="list-style-type: none"> ▪ Written response to practitioner ▪ Performance ▪ Spelling and description of key words
Diversity	<p>Scripts are taken from a varied selection of cultures and influences. Students are also encouraged to draw from their own wide range of experiences and cultural heritage.</p>	<p>Scripts and stimuli are taken from a varied selection of cultures and influences. Students are also encouraged to draw from their own wide range of experiences and cultural heritage.</p>

Year 9	SPRING	
Topics	Script as Springboard to Devising Responding	Script as Springboard to Devising Developing
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> ▪ Know how to explore picture and written stimulus in order to create a piece of theatre ▪ Know what Devising/; Abstract Techniques to select to create a thought-provoking piece of theatre ▪ Know social, cultural and economic background and themes in a script ▪ Know how to learn lines ▪ Know what Dynamics means with reference to own performance and a piece of theatre as a whole ▪ Know what Didactic means with reference to Interpretation and Intention 	<ul style="list-style-type: none"> ▪ Building upon previous term of using a script as a starting point to create a devised performance; students will know how to commit to developing and refining a character through the selection of appropriate acting Skills ▪ Know the meaning of Interpretation ▪ Know the meaning of Intention ▪ Know the importance of having a political message in a socially motivated piece of theatre
Procedural	<ul style="list-style-type: none"> ▪ Bring own ideas and opinions when exploring a theme ▪ Pick from a selection of techniques in order to create a dynamic piece of theatre with a social message 	<ul style="list-style-type: none"> ▪ Participate in teacher led character development workshops ▪ Work positively as a member of an ensemble to support the creation of a whole class performance



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<p><i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> ▪ Take themes from a script and add Abstract Techniques to dialogue ▪ Create a didactic piece of theatre that teaches the audience your class intention 	<ul style="list-style-type: none"> ▪ Be able to deliver a believable performance showing understanding of how to use voice and body to communicate the thoughts and feelings of an interpretation of the character
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> ▪ Abstract ▪ Technique ▪ Social ▪ Cultural ▪ Economic ▪ Stimulus 	<ul style="list-style-type: none"> ▪ Refining ▪ Political ▪ Ethical ▪ Dynamic
<p>Assessment</p>	<ul style="list-style-type: none"> ▪ Response to stimulus ▪ Performance ▪ Spelling and description of key words 	<ul style="list-style-type: none"> ▪ Description of interpretation and acting skills ▪ Performance ▪ Spelling and description of key words
<p>Diversity</p>	<p>Scripts and stimulus are taken from a wide selection of cultures and influences. Students are also encouraged to draw from their own wide range of experiences.</p>	<p>Scripts and stimulus are taken from a wide selection of cultures and influences. Students are also encouraged to draw from their own wide range of experiences.</p>



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Year 9	SUMMER	
Topics	Script as Springboard to Devising Developing	Musical Theatre
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> ▪ Building on previous terms; know Acting Skills Key Words and be able to identify when they are used successfully on stage ▪ know Devising Techniques Key Words and be able to identify when they are used successfully on stage ▪ How to approach reading and performing a script – Understand the conventions of stage directions, tone, language style, cues, character, plot, and structure. ▪ The vocabulary of Analysing and Evaluating 	<ul style="list-style-type: none"> ▪ Know what the key conventions of Music Theatre are ▪ catchy music in a popular style ▪ solo songs, duets, choruses and ensembles ▪ orchestra or band accompaniment ▪ spoken dialogue ▪ dance sequences, stage spectacles and magnificent costumes
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> ▪ Perform as part of an ensemble for a live audience ▪ Analyse and evaluate own and group performance, including success of translating performance intention and use of devising techniques ▪ Identify areas of development of personal performance as part of an ensemble. 	<ul style="list-style-type: none"> ▪ Contribute to teacher led voice workshops ▪ Learn Songs from a Musical and perform in a group ▪ Take risks in a safe environment working as a member of a choir ensemble ▪ Explore the Social, Cultural and historical context of a musical
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> ▪ Convention ▪ Plot ▪ Structure ▪ Ensemble ▪ Style 	<ul style="list-style-type: none"> ▪ Intention ▪ Interpretation ▪ Analysis ▪ Evaluation
<p>Assessment</p>	<ul style="list-style-type: none"> ▪ Devising Techniques Key Words ▪ Performance ▪ Evaluation 	<ul style="list-style-type: none"> ▪ Description of period, style, genre and socioeconomic background of play.
<p>Diversity</p>	<p>Scripts and stimulus are taken from a wide selection of cultures and influences. Students are also encouraged to draw from their own wide range of experiences.</p>	<p>The scheme will cover character’s experiences from mixed social, cultural and economic backgrounds.</p>



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