

Subject: Performing Arts (Drama, Dance & Music carousel)

Year group: 9

Department Curriculum Vision: *Through participation and exploration in the Performing Arts, all students will be able to perform, create and analyse enabling them to become creative thinkers and confident communicators.*

Each student will experience a term of each discipline in year 9.			
First half term	Drama	Dance	Music
Content: (Know what...)	Study 'Blood Brothers' by Willy Russell Exploring Stanislavski and naturalism through text Blood Brothers- Focus on performance skills (vocal/ physical/ spatial) character development through relationship and audience engagement in a naturalistic style - To know the definition of naturalism and why Stanislavski used it in theatre - To know the role of an actor in the context of naturalism - To know the role of the audience in the context of naturalism	Study the set work 'Emancipation of Expressionism' (Choreography, performance and analysis) - To know what technical skills are in dance and be able to demonstrate them through dance exploring the set work - To know what physical skills are in dance and be able to demonstrate them through dance exploring the set work - To know what production elements are- lighting, costume, performance environment, set/staging/ props, aural accompaniment and be able to identify and analyse them in the set	

		study	
Skills: (know how...)	- To know how to use naturalistic techniques such as given circumstance, the magic if and emotion memory to develop the characters from Blood Brothers and try to bring them to life using performance skills as authentically as possible - To know how to work collaboratively to bring the text to life to engage the audience	- To know how to perform with accuracy using physical skills - To know how to choreography using the set work as a stimulus - To know how to identify dance techniques and production elements from the set work - To know how to self and peer assess using the key dance terminology to support improvement and progress	
Key vocabulary	Stanislavski, naturalism, magic if, character objectives, linear plot, emotion memory, given circumstance, improvisation, fourth wall, context	Physical skills- posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation. Technical skills- action, timing, dynamic, rhythmic and spatial content and the reproduction of movement in a stylistically accurate way.	
Mid Term Assessment	In pairs, perform 8-10 lines from a given extract from Blood Brothers using given circumstance to influence your performance skills to present a naturalistic and authentic performance to engage the audience	To perform the order/ chaos routine as inspired by E of E demonstrating technical and physical skills.	

End Term Assessment	In pairs, perform 8-10 lines from a given extract from Blood Brothers using given circumstance to influence your performance skills to present a naturalistic and authentic performance to engage the audience	To perform a short choreography inspired by E of E demonstrating technical and physical skills. To complete a short theory quiz demonstrating their understanding of dance key terms and their definitions.	
Second half term	Drama	Dance	Music
Each student will experience a term of each discipline in year 9			
Content: (Know what...)	Drama- 'DNA' by Dennis Kelly Exploration of the play DNA as a performer, director and designer. Understand the features of all the 3 roles within theatre and apply them to the text through script rehearsal techniques and reflective and design styles questions - To know what the roles of an actor, director and designer's are - To know the meanings of the key terminology	Study the set performance 'Breathe' continuing with the technical and physical skills, introducing expressive and mental skills. (Choreography, performance and analysis) - To know what <u>EXPRESSIVE skills</u> are in dance and be able to demonstrate them through dance - To know what <u>mental skills</u> are in dance and be able to demonstrate them through dance exploring the set work	
Skills: (know how...)	To know how to apply the process of bringing the set text DNA to life using performance skills and	- To know how to perform with accuracy using expressive skills - To know how to develop motifs to	

	staging To know how to accurately annotate a script text as a director as if instructing the actors	create a group performance - To know how to demonstrate mental skills during a performance - To know how to self and peer assess using the key dance terminology to support improvement and progress	
Key vocabulary	Actor, director, designer, set text, performance skills, staging, playwright, (REP) relationship, emotion, personality, verbal communication, non verbal communication, stage directions, off text improvisation, cross cutting	Expressive skills- focus, projection, spatial awareness, facial expression, musicality, sensitivity to other dancers, Communication of choreographic intent Mental skills- movement memory, commitment, confidence and concentration	
Mid Term Assessment	To make effective use of vocal and physical skills to bring the text to life as a performer using the GCSE set text DNA	To perform a section from the taught set phrase, Breathe using accurate physical, technical and expressive skills.	
End Term Assessment	Be able to perform an extract from DNA using effective vocal and physical skills to create an atmosphere of tension and conflict.	To perform a 1-2 minute performance in a trio inspired by taught motifs, developed by students using choreographic devices. Performed using technical, expressive and physical skills.	

Additional information

Homework	Examples of tasks set throughout the year- Written tasks in booklets- key terminology/ drama skills retrieval, reflection on classroom performances Research/ independent findings on a professional company. Students are given a website and list of questions to answer by collating information Using key terms, answer a 4, 6 or 9 mark exam question (new GCSE exam spec) directing an actor on how they might use vocal skills in a given scene
Extra curricular and enrichment opportunities	Attend Drama, Dance and music clubs- key stage 3 Drama club, Northwood Dance Company. Participate in Christmas and Summer showcases or the school production which runs every other year. Participate in workshops, events and watch performances at Northwood.
Useful links that will support learning	Drama- Autumn- Stan and Blood BrothersDNA Dance- Dance Music- tbc
How parents can support learning	Monitor Show My Homework and google classroom (for some tasks only). Please encourage them to attend extra curricular clubs and take part in opportunities. Participate in external dance/ drama groups.

