

Performing Arts

Year 9 Curriculum

The logo for David Nieper Academy, featuring the name 'David Nieper' in a cursive script above the word 'ACADEMY' in a bold, sans-serif font, all set against a dark blue rectangular background.

ASPIRE – ENDEAVOUR - SUCCEED

Rationale

Our vision is to enable children from all backgrounds to have the opportunity to learn practical skills whether that to be through PE, Drama, Dance and Music and to have the opportunity to progress to the next level of excellence.

Within the faculty it is our intention to engage and inspire pupils to develop their talent, and so increase their self-confidence, creativity and sense of achievement.

The faculty feels that it is important for students to experience a variety of opportunities, both in and outside the classroom.

Threshold concepts

- *(the understanding that underpins the learning of new content within this subject and year)*

Our intent is to nurture an enjoyment and understanding of Drama and Dance through practical experience and to develop both subject specific and transferrable skills that empower students. We focus on encouraging teamwork, creativity, reflection communication and self-awareness. We aim to engage students and build confidence in a safe and inclusive environment.

Drama should inspire students to develop inquisitive minds and teach them how to explore life through Art. It should develop their understanding of the function of Drama in civilisation and equip them for life with the necessary skills to become reflective, responsible adults with the ability to make a positive contribution to society.

Through Dance students are taught both how to appreciate and analyse professional Dance works and how to critique their own and others' performances and compositions to enable a continuous process of self-development. Students' self-confidence and empathy is refined through regular opportunities to choreograph their own compositions and perform to their peers.

We believe that students should be given the opportunity to participate in a wide variety of Drama/Dance activities both in and outside the classroom. Taking part in a production is a valuable and rewarding experience and gives students a sense of achievement. The camaraderie, mutual support and inclusiveness that comes from being in a theatrical team, whether on stage or backstage is positive and builds confidence.

Subject knowledge

- *(the specific knowledge that you expect students to learn throughout the year)*

Rosa danst Rosa

- Reminded of the key features of the style contemporary.
- Learn some key information about Rosa danst Rosa and begin to rehearse a motif inspired by the professional work.
- Understand some key features of contemporary dance.
- Rehearse and perform a short motif.
- Perform at least two contrasting dynamics when performing.
- Identify where in the motif dynamics should be used.
- Understand why dynamics are important in dance.
- Learn the themes of Rosa danst Rosa.
- Select appropriate actions to create own count of 8

- Know the themes of Rosa danst Rosa and understand why the choreographer chose certain actions.
- Rehearse and perform your own count of 8.
- Learn how we can use space in our choreography.
- Consider how we can make the use of space appropriate for style, professional work and audience intention.
- Write your own criteria for successful use of space in this style.
- Rehearse completed motif and perform for a mid-point assessment.
- his lesson we will be completing some DIRT on our choreography. You will receive feedback from last week and work towards targets to improve.
- Identify what you can improve on and work towards making this better.
- Take part in a formal assessment. You will understand why we do formal assessments and understand how this grade is used.
- Perform final assessment.
- Write about your motif development, evaluating your strengths, weaknesses and set yourself targets for improvements.

Drama DNA – Exploring a scripted play

- Introduction of the play DNA
- Know at least three points about the plot of the play.
- Perform the duologue in the style of Naturalism
- Exploration of creative intentions
- Explore the themes in DNA
- Select and apply appropriate acting skills to perform as a character
- Understand how an actor uses space and how it improves a performance
- Understand what has happened to Adam in the play and how this addresses the theme of gang mentality
- Understand how gang mentality and peer pressure is used through acting skills.
- Select appropriate acting skills to play perform the extract selected by Mrs Turner
- Perform in the style of Naturalism
- Identify what you can improve on and work towards making this better.
- Consider performance and what ‘overall performance’ means at assessment.
- Understand why we do formal assessments and understand how this grade is used.
- Understand what is included in an evaluation for drama.
- Write about your duologue, evaluating your strengths, weaknesses and set yourself targets for improvements.

Set Phrase

- Introduced to a ‘set phrase’.
- Learn what extension, release and fall are.
- Rehearse and perform section 1 of the set phrase.
- Understand the terms extension, release and fall are.
- Understand the how dynamics are used in this section.
- Rehearse and perform section 2 of the set phrase.
- Identify where dynamics are used in this section.
- Use at least two contrasting dynamics when rehearsing and performing.
- Consider the use of physical skills when rehearsing and performing.
- Rehearse and perform section 3 of the set phrase.
- Understand the terms control, strength and posture in dance and use these physical skills in rehearsal and performance.
- Rehearse sections 1,2 and 3 of the set phrases, joining them all together in one routine

- Use previous knowledge to join the sections together to complete the routine.
- Perform for a mid-point assessment.
- Receive feedback from previous work identify what you can improve on and work towards making this better.
- Understand what an expressive skill is and use two of these in rehearsal.
- Use the skills spatial awareness and projection in rehearsal ready for performance.
- Perform for your final assessment.
- Write about your motif development, evaluating your strengths, weaknesses and set yourself targets for improvements.

Grease – Writing about Performing Arts

- This lesson you will be introduced to the key principles of Musical Theatre – professional work of Grease
- Consider how musicals can be used to show a theme or issue.
- Know key elements of musical theatre, through discussion and written work.
- Identify some key themes in the musical Grease and understand how musical theatre can be a strong tool to highlight these issues.
- Link the principles of song, dance and acting and recognise how they link to tell a story
- Discuss what the costume tells us about a character.
- Understand how costume links to theme and audience intention.
- Learn more about careers in the performing arts industry.
- Consider the role of a costume designer and identify skills for that career.
- Focus on set design, lighting and technical elements that work together to create a setting.
- Understand how set can be used to show theme.
- Understand what the term setting means.
- Describe a set and write about the effect the technical elements create.
- Link set to theme and identify how this communicates audience intention.
- Consider the role of technician in the performing arts industry and identify skills and qualifications needed.
- Consider what an actor changes about themselves to become a character. We will also think about the how acting skills create different types of characters.
- Discuss what acting skills are used to show a difference in class, education and wealth.
- You will learn more about careers in the performing arts industry, knowing what skills actors use to create a character
- Write a paragraph on at least one character, giving examples of characterisation and evaluating how the character comes across to the audience.
- Link characterisation to what we know about theme.
- Consider the career of an actor and discuss the skills and qualifications needed
- Consider how music and dance is used to communicate audience intention.
- Write a paragraph on music, discussing the importance of song to tell a story. Linking song and dance to theme and audience intention.
- Consider the career of a choreographer and know what skills and qualifications are needed.
- Understand how to critically appreciate a piece of professional work.
- Discuss your own thoughts and feelings on the musical
- You will write about this in your PEE paragraph.
- Consider the role of a director and know what skills and qualifications are needed.

Sequence of learning

Term 1	Term 2	Term 3	Term 4	Term 5 and 6	Term 5 and 6
<p>Rosa danst Rosa Exploring repertoire. DANCE</p> <p>Here students explore a Level 3 piece of repertoire. This is a GCSE level piece. Students explore the themes (oppression, mental health, institutionalised) and style (contemporary). They are required to learn a teacher taught motif and add on their own actions considering actions, space and dynamics relevant to style and theme.</p>	<p>DNA Exploring a scripted play</p> <p>DRAMA Students explore a Level 3 play. This is a GCSE text. Students explore themes (nature vs nurture, gang culture, peer pressure) and are required to learn an extract from the text. They study the style of Naturalism and consider the practitioner Stanislavski.</p>	<p>Set Phrase DANCE</p> <p>Students learn a key routine set by AQA for GCSE dance. This is a Level 3 routine. Teacher leads the session every week and students add on to the routine which is all teacher led. Students learn actions taught at GCSE and are introduced to GCSE dance terminology.</p>	<p>Grease Theory Writing about Performing Arts</p> <p>Students are introduced to a level 2 musical. They study the themes (identity, love, peer pressure, gossip). They also study, plot, acting style, dance, music, costume, lighting. They write about how elements of performing arts are used together to show an audience intention.</p>	<p>Performance DANCE AND DRAMA</p> <p>Over the course of 12 weeks students consider a theme. They have the option to study one discipline- dance or drama. They must create a <u>2 minute</u> dance or 5 minute piece of drama reflecting the theme. Students have the opportunity to choose style, music, script etc. They will perform their final piece to an audience.</p>	<p>Performance DANCE AND DRAMA</p> <p>Over the course of 12 weeks students consider a theme. They have the option to study one discipline- dance or drama. They must create a <u>2 minute</u> dance or 5 minute piece of drama reflecting the theme. Students have the opportunity to choose style, music, script etc. They will perform their final piece to an audience.</p>

Level 1	Level 2	Level 3
<p>DRAMA Stimulus: Short poem, song, prop, theme (e.g. friendship or bullying). Play: Short chunks of text in the naturalistic style. Theme of play similar to theme of stimulus. DANCE Routine- basic dance actions (twist, spin, slide, roll) Style: Key features of the style taught scaffolded. E.g. Contemporary moves such as a reach is done with an arm using the appropriate dynamic.</p>	<p>DRAMA Stimulus: Theme (such as social class, superstition, Freedom, oppression). Poem from other countries, time periods, races and cultures. Play: Longer, more complex dialogue. Themes similar to stimulus. DANCE Routine- technical actions such as positions (first, second etc), pile, arabesque, stag etc. Style: Advanced features of the style taught. E.g. jumps and lifts, pointed toes, turn of head</p>	<p>DRAMA Stimulus: Theme such as mental health, nature vs nurture, humanity, culture. Poem reflecting above themes. Play: GCSE texts. Complex dialogue and characters. DANCE Routine- GCSE approach. Terminology, actions etc all from GCSE spec. Style: Advanced features of the style taught. E.g. range of actions to communicate intention of style and piece.</p>

Cross-curricular knowledge

- *(the knowledge drawn from other subjects to support understanding of concepts)*
- English – Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.
- PE – Dance gives students the opportunity to be creative as in gymnastics expressing emotions and feelings through movement to music, it allows students to draw upon their own imagination.

Curriculum links to careers

- *(specific examples of lessons and/or units in which work related learning will be explicitly taught)*
- Character and Employability: The positive traits, attitudes, behaviours and skills of considerate, responsible and imaginative citizens, ready to access the world of work as resourceful, responsible, reliable and collaborative employees and entrepreneurs.
- Drama offers opportunities for development in many areas and can support progression to a wide range of subjects and career paths as it develops transferrable skills. These include cognitive skills such as problem solving, decision making and critical thinking; interpersonal skills such as active listening, communication, relationship building, trust, teamwork, intercultural sensitivity, self-presentation, social influence, conflict resolution, negotiation and collaborative problem solving; and intrapersonal skills such as adaptability, working with different personalities, self-management, working autonomously, self-motivation, self-monitoring.

Procedural knowledge

- *(the subject specific skills that students will need to learn in order to demonstrate their understanding of the subject knowledge)*

Dance – Rosa danst Rosa -Exploring repertoire.

- Here students explore a Level 3 piece of repertoire. This is a GCSE level piece. Students explore the themes (oppression, mental health, institutionalised) and style (contemporary). They are required to learn a teacher taught motif and add on their own actions considering actions, space and dynamics relevant to style and theme.

- Performs with some confidence and shows understanding of a range of different styles of dance from different cultures and the rhythms/music which often accompany them.
- Rehearses skills and techniques required to execute particular moves and sequences to a rhythm or beat.
- Builds on the contribution of others in developing ideas for a shared dance, for example, by asking and answering questions.
- Evaluates what works well and what could be improved or different in their own and others' work, including visiting artistes, using appropriate dance vocabulary.

When creating and performing their own dance:

- demonstrates control and fluency in a range of dance actions and sequences which can be repeated or changed;
- applies at least three choreographic devices, for example, canon, unison,
- repetition, mirroring, change of timing, direction and levels.

Drama DNA – Exploring a scripted play

- Students explore a Level 3 play. This is a GCSE text. Students explore themes (nature vs nurture, gang culture, peer pressure) and are required to learn an extract from the text. They study the style of Naturalism and consider the practitioner Stanislavski.
- Contributes relevant ideas and opinions, with supporting evidence, when participating in group discussions or working collaboratively.
- Selects relevant ideas and information to create dramas or scripts appropriate for performing to an audience.
- Builds on the contributions of others by clarifying or summarising points and expanding on contributions.
- Presents dramas to audiences for different purposes, for example, to entertain, inform, communicate a message, explore an issue.

When creating realistic and stylised characters:

- uses characterisation looking at Stanislavski techniques
- perform in the style of naturalism
- uses a range of aspects of voice to enhance characterisation, for example, pitch, pace, volume, tone, clarity, articulation;
- uses appropriate expression and movement to enhance characterisation, for example, facial expression, body language, eye contact, use of space, use of levels, gesture, posture and mannerisms.

Dance – Set Phrase

Students learn a key routine set by AQA for GCSE dance. This is a Level 3 routine. Teacher leads the session every week and students add on to the routine which is all teacher led. Students learn actions taught at GCSE and are introduced to GCSE dance terminology

- Performs confidently, with control and fluency, a range of movement sequences which are relevant to different dance styles and cultures.
- Extends and develops movement repertoire by researching and participating in a range of dance genre and styles from different cultures.
- Gives a personal response, with justification, about the value and purpose of rehearsal for a performance.
- Identifies key features in a dance and explains in detail how ideas and feelings can be portrayed through dance movement, using appropriate dance vocabulary consistently.
- Evaluates technical aspects of their own and others' work, including professionals, for example, shows understanding of how stimulus is used as inspiration to create a movement repertoire, which can be repeated, varied or adapted.

When creating and performing their own dance:

- demonstrates coordination, control and fluency consistently;
- selects and applies appropriately a range of choreographic devices, for example, timing, pathways, spatial awareness, levels, unison, canon, repetition and variation;
- choreographs dance motifs from a range of stimuli, for example, auditory (music), visual (pictures), prose (poems) and colour (mood);
- shows artistic intention through creative use of, for example, different dance techniques, narrative (where a story is told), props, costume, motif, dynamics, mood and gesture;
- applies theatre arts technology effectively, demonstrating understanding of how performance can be enhanced by, for example, lighting, costume, make-up and props;
- takes account of audience groups of differing sizes and familiarity.

Theory – Grease Writing about Performing Arts

Students are introduced to a level 2 musical. They study the themes (identity, love, peer pressure, gossip). They also study, plot, acting style, dance, music, costume, lighting. They write about how elements of performing arts are used together to show an audience intention.

Performance – DANCE AND DRAMA

Over the course of 12 weeks students consider a theme. They have the option to study one discipline- dance or drama. They must create a 2 minute dance or 5 minute piece of drama reflecting the theme. Students have the opportunity to choose style, music, script etc. They will perform their final piece to an audience.

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- Shows depth of understanding of different drama/dance techniques and purposes through creating scenarios in response to a variety of stimuli.
- Explores and expands on the contributions of others by clarifying or summarising points and/or challenging ideas or viewpoints.
- Creates dramas and dance for different purposes and audiences, experimenting with different genres, forms, structures and styles.
- Creates and sustains aspects of voice to enhance characterisation, for example, pitch, pace, volume, tone, clarity, accent, articulation, register and intonation.
- Creates and sustains appropriate movement to enhance characterisation, for example, facial expression, body language, use of space, use of levels, gesture, posture, rhythm and timing.
- Shows confidence when presenting 'in character', adapting movement and voice to communicate effectively to different audiences, for example, local primary school, nursery, day care centre.
- Applies theatre arts technology and design resources effectively to an agreed concept to create and enhance mood and atmosphere, for example, through the use of sound, lighting, costume, props, stage make-up and hair.
- Reviews and evaluates their progress through the creative process on an on-going basis and develops solutions to problems as they arise.
- Analyses their own and others' performances, including the work of peers and, where possible, professionals, making detailed comments, with appropriate justification, using appropriate drama vocabulary consistently.