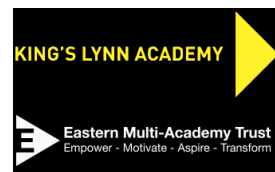


Implementation: Curriculum Narrative



Subject: Performing Arts	Year: 9	Author: C.Cousins
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Key Knowledge

Pupils will know

Key Skills

Pupils will be able to

Key Threshold Concepts:

1. Feminism

- An Introduction to Feminism
- The Rise of Females in Theatre (Caryl Churchill, Sarah Kane)
- Strong Female Characters (Rita)
- Shakespeare Staging Gender
- The All-Female Cast
- Reclaiming Gendered Roles

2. Physical Skills

- Facial Expression
- Body Language
- Gesture
- Posture
- Eye Contact
- Walk/Gait
- Space/Proxemics
- Communicating with Levels

3. Vocal Skills

- Pitch, Pace, Pause
- Tone
- Volume
- Intonation
- Emphasis
- Accent and Dialect

4. Design Skills

- Roles and Responsibilities
- Directing and Producing
- Set Design
- Costume Design
- Hair and Make-Up Design
- Props Design
- Sound and Lighting Design
- Choreography
- Stage Management

5. Theatre in Education Project: Ideation & Creation

- An Introduction to TiE

Subject Skills:

In these six modules students conclude their chronological journey through the Performing Arts in Module 1; Feminism.

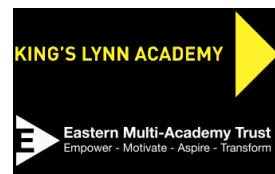
Thereafter in Modules 2, 3 & 4 learning shifts to enable students to grow and develop their physical, vocal and design skills.

In Module 5 and 6 students will be presented with the opportunity to create and produce the entirety of a Theatre in Education (TiE) performance of their choice, which links to research they will carry out into the Primary School Curriculum. All students will be expected to contribute to their group's production from either a performance or design aspect with which they feel comfortable and confident. Students will be given the autonomy to select their own path and pursue what it requires of them all the way to production.

Module 5 and 6 is a summative practical where students can practise and demonstrate previous KS3 learning elements of their choice.

Throughout Year 9, students will learn knowledge, skills, and technique including but not limited to;

- The rise of women in theatre
- How to use facial expression
- How to use body language
- How to use gesture
- How to use posture
- How to use eye contact
- How to use walk/gait
- How to use space/proxemics
- How to communicate with levels
- How to use pitch, pace & pause
- How to use Tone
- How to use Volume
- How to use Intonation



- Researching Local Primary School Curriculum
- Deciding on a Project
- Project Writing, Designing & Planning

6. Theatre in Education Project: Performance and Evaluation

- Rehearsing Your Project
- Developing Your Performance
- Performing Your Project
- Evaluating Your Project

- How to use emphasis
- How to use accent and dialect
- Understanding key roles and their responsibilities in theatre
- How to direct and produce
- How to design set
- How to design costume
- How to design hair and make-up
- How to design props
- How to design sound and lighting
- How to choreograph
- How to manage a stage
- Understanding TiE and how it is used to teach
- How to research a topic ahead of creating a performance around it
- How to delegate roles and responsibilities in a production and the importance prioritising
- How to respond to direction and constructive criticism
- How to develop performance
- How to evaluate performance

Students will continue to be presented with opportunities to create, design and perform theatre – with particular reference to their TiE project. Students will develop the skill of responding to direction and evaluating performance.

Subject Specific Knowledge and Sequencing:

1. Feminism

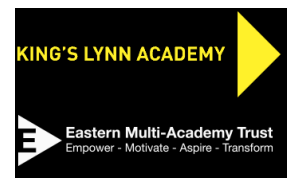
In this module we look at women in theatre – or rather, historically, the lack of! We look at male dominated casts and why feminists have been working towards a more equal playing field in the world of creating and performing in theatre. We look at some great Feminists including Caryl Churchill and look at the role of women in theatre and how stereotypical 'female' roles have been and are still being debunked and reclaimed.

2. Physical Skills

Physical skills are important tools in any actor's toolkit. In this module students will work through the main physical skills used by actors to create and become

Prerequisites and Spiral Teaching:

- All students will begin Year 9 having studied the Year 7 & Year 8 Performing Arts Curriculum at KLA
- Students will begin this year with knowledge of a range of theatre styles and techniques
- Almost all students will have now experienced performing in front of peers and other teachers.
- Those students who have not performed would have expressed a desire not to, supported by parents/carers, and will not have been forced into an uncomfortable situation (we will continue to work with these students to build confidence and work toward a day where they



character. Students will observe actors in action and be given the opportunity to practise a skill each week. These skills will be taught as a pre-requisite to vocal skills in which students will be able to match voice with physicality in order to create and become character.

3. Vocal Skills

In this module students learn how to craft their voice and treat it as an instrument. The voice, when pushed to new limits and discovered properly, is the perfect match to physical skills. When these skills are used simultaneously, believable characters are created which is exactly what our students are encouraged to aim for.

4. Design Skills

Regardless of whether our students want to pursue a performance role in theatre, they will still encounter a multitude of other industry professionals along the way. What's more – not all students will want to perform and so this module aims to educate all learners of the creative roles and responsibilities available the world of theatre. From directors, to designers, to stage managers, this module will give students an insight into what working in theatre could look like beyond the obvious role as a performer.

5. Theatre in Education Project: Ideation & Creation

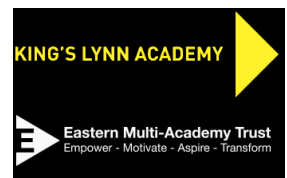
Theatre in Education is an excellent way to combine performance with learning. In this module students learn what TiE aims to do and how TiE companies work to create and perform theatre. Students will be introduced to their own TiE Project and begin to research, ideate and create their own original performance from scratch. Within this module students are invited to select their own path by taking on any theatrical role of their choice from those studied in 'Design Skills' or as a performer.

6. Theatre in Education Project: Performance & Evaluation

Students conclude their KS3 Performing Arts experience by pulling together teachings from the past 3 years in an ultimate final performance, entirely researched, imagined, designed, and performed by the students themselves. At the end of this performance, students are asked to evaluate their process and performance, as well as consider how they might change and develop elements they feel could be

may feel more ready to perform).

- All students will have encountered a historical chronology of theatre including Greek Theatre, Medieval Theatre, Commedia dell'arte, Renaissance Theatre, Realism and Naturalism, Surrealism, Epic Theatre, Musical Theatre, Theatre of the Absurd, Theatre in the World, and Queer Theatre
- Students will come to an end of their chronological studying of theatre in Year 9 with Feminism in Module One.
- From here students will begin to develop and refine their vocal, physical and design skills
- All students will have a toolkit of basic performance skills and will continue to develop these in Year 9 with a more extensive look at how to use the voice, body and imagination to create and perform theatre
- Students will be asked to bring their vocal, physical, and design skills together as they are given the responsibility of creating their own performance of significant length from scratch
- Students will be asked to take charge of all aspects of this performance including the research, writing, performing, designing and logistics
- Students will be asked to deliver this performance to an audience of primary school students.
- Students will keep a log of their process and be asked to evaluate their final performance and consider what they would change should they repeat the process.



improved.

Cross-Curricular Knowledge Links:

English – Writing, Reading, Listening, Speaking, reference classical and contemporary playwrights including Caryl Churchill, Sarah Kane, and William Shakespeare, and building subject specific vocabulary.

History – 1980's Politics: Conservatives removing Union's rights – Females gender 'role' in times past (Feminism)

Art & Design Technology & Textiles – Creating for performance including Set Design, Costume Design, Hair and Make-Up Design, Props Design

PSHE – Sensitive discussions around complex topics gender disparity, gender shaming, roles for women, and consistently developing empathy, teaching social skills such as constructive criticism, supporting each other, respecting each other, encouraging each other, building confidence and tackling nerves.

Reading Lists / Sources / Reading around the subject recommendations:

Title, Author/Location

- *A Number*, Caryl Churchill
- *Educating Rita*, Willy Russell
- *Blood Brothers*, Willy Russell

Online Resources

- National Theatre
- YouTube Videos of hit shows interviewing their Creative Design Team (*Mamma Mia!*, *Wicked*, *Kinky Boots*)