

**Curriculum Area: Performing Arts Year: 9
2015/2016**

Topics	Year Curriculum	How you can support learning at home, eg. Books, websites, family learning through visits.
<p>Our KS3 programme of study allows students to experience a wide variety of the performing arts.</p> <p>The programme of study for Y9 will allow students focus on just one area of the arts. This allows the students' time to further develop knowledge, skills and understanding in a key area of interest; this also provides preparation for key stage 4 option choices. Once these choices have been made, students will study dance, drama or music for two hours per week throughout the year. Within this programme of study, students will again further develop their experience of the arts. Additional styles, forms and techniques will be explored.</p> <p>Key skills that include; confidence, team work, communication, problem solving, independence and creativity remain an integral part of performing arts lessons in Y9.</p>	<p>Year 9 Music:</p> <p><u>Module 1: Structure in the popular song</u> Students will study a variety of popular songs with a particular focus on structure, the common song form and strophic song form. They will compare contemporary rock and pop songs to classical styles such as Lieder, looking for common traits and differences. Students will perform songs from a variety of styles as well as compose sections of songs in a given style. Students will continue to master their skills in reading notations, chord and melody playing and composing.</p> <p><u>Module 2: Recording Technologies</u> In this unit, students will learn about the importance of music technology to the modern music business. They will investigate a variety of recording and production techniques. They will become proficient in the use of a Virtual Studio technology (VST) such as Cubase and will create a soundtrack for a film clip in this environment. Students will be introduced to the Academy recording studio and take part in the set-up of a recording session. They will learn about roles in the recording studios such as producer and Recording Engineer.</p> <p><u>Module 3: The Music Industry</u> Students will learn about the different roles and organisations within the music industry. They will learn about how different organisations and individuals interact, employment patterns in the industry and the skills required to be successful. In groups, they will create a music product such as a CD recording or online release or music for an advert and develop a marketing strategy for this product.</p> <p><u>Module 4: Free Choice Composition</u> Students have the opportunity to compose and record a piece of music from a genre of their choosing. They will review their compositional skills and investigate further skills in areas such as song writing, club dance music and classical styles. Each student must submit a piece for assessment. Students</p>	<p>Students can access a variety of online websites to develop their understanding of music notations, chord playing & the elements of music. http://oneminutemusiclesson.com/ http://www.wikihow.com/Learn-Keyboard-Notes http://keychord.com/ http://bandcoach.org/chordProgs.html</p> <p>If students do not have a keyboard at home, they can explore melody and harmony using a virtual keyboard at ; http://www.bgfl.org/</p> <p>The music department is open most lunchtimes for students to practise their skills and rehearse in groups.</p> <p>The musical futures website has a variety of resources available; https://www.musicalfutures.org/</p>

can choose to record and develop their work using music technology (cubase) or in more traditional forms such as acoustic recording or standard notation.

Module 5: Music in the Community

Students will investigate the variety of community music projects available locally and Nationally. They will design and develop a community music project such as Djembe drumming project or a local Samba band. They will learn the musical skills to deliver a project in their chosen style and showcase this with a performance or composition. They will create a marketing and promotion strategy for the project as well as investigate how community music projects are and can be funded. They will investigate the tradition of street carnival music in the UK.

Module 6: Free Performance

In this unit, students will prepare one piece for an end of year performance. They will chose a piece in a genre of their liking that is within the range of their technical ability as performers. Students will create a marketing strategy for their performance which will take place to an audience of their peers.



	<p>Year 9 Dance:</p> <p><u>Module 1: Dancing to popular music</u></p> <p>This first scheme of work in Y9 allows students to explore different dance styles in relation to popular music. Students will revisit key performance techniques allowing them to build on their current abilities. The focus will be on developing further their performance skills including; accuracy, focus, extension and timing. Assessment will focus on the demonstration of these skills within performance.</p> <p><u>Module 2: Stimuli choreography</u></p> <p>This unit of study allows students to further explore and develop their creativity. It will introduce students to a range of stimuli and how these can be used to produce complex movement ideas. Students will be expected to practically explore dance in relation to a set stimulus; assessment will focus on the quality of their creative responses.</p> <p><u>Module 3: The Nutcracker</u></p> <p>Unit 3 of Y9 will focus on a professionally choreographed dance work and encourage students to critically analyse the nature of the dance work. They will have opportunity to explore the movement content of the chosen work and develop their own creative ideas in response. Assessment will focus on the performance and creative responses to the work as well as their written analysis of the content.</p> <p><u>Module 4: World Dance</u></p> <p>Unit 4 of Y9 will focus on a varied world dance styles. This may include samba and Chinese ribbon dance. Students gain knowledge and understanding of the social, historical and cultural background of the chosen style. The focus will be on developing their performance skills including; accuracy, focus, extension and timing. Assessment will focus on the demonstration of these skills within performance.</p> <p><u>Module 5: Stimuli choreography</u></p> <p>This unit of study allows students to revisit the process of choreography in order to further explore and challenge their creativity. It will expand students' understanding of stimuli and how to use these to create complex and innovative responses. Students will be expected to practically explore dance in relation to a chosen stimulus; assessment will focus on the quality of their creative responses.</p>	<p>Join an external dance class</p> <p>Watch dance on television and live performances</p> <p>Research dance styles; Street, Rock 'n' Roll, Ballet</p> <p>Research world dance styles; samba and Chinese ribbon dance</p> <p>Research professional choreography pieces; 'The Nutcracker' by Matthew Bourne and 'Ghost Dances' by Christopher Bruce to understand the nature of these pieces and the way in which the choreographers work.</p> <p>Research the purpose of a stimulus in preparation for the stimulus choreography unit of study</p> <p>Discussions on what has been learnt in lessons</p> <p>Rehearse creative and performance work at home</p> <p>Participation within whole school performances and extra-curricular clubs</p>
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	<p><u>Module 6: Ghost Dances</u></p> <p>The final unit of Y9 will focus on another professionally choreographed dance work and encourage students to critically analyse the nature of the dance work. They will have opportunity to explore the movement content of the chosen work and develop their own creative ideas in response. Assessment will focus on the performance and creative responses to the work as well as their written analysis of the content.</p>	
	<p>Year 9 Drama:</p> <p><u>Module 1: Teechers</u></p> <p>This unit is based on creating and interpreting a performance from a script. Students will explore a play using elements of the script along with other drama techniques and strategies to further enhance their understanding of the characters, story and issues. Students will then create their own interpretations of elements of the script.</p> <p><u>Module 2: Theatre in Education</u></p>	<p>Skills feedback to parent/carer of terms and Vocab learnt</p> <p>Group reading – scripts and devising of dialogue appropriate to tasks set</p> <p>Core skills - Literacy and reading of scripts. Tone colour and intonation</p>



	<p>Within this module students will be required to create a TIE performance for a specified audience with a given theme. Students will be required to explore the theme and use a range of drama techniques to tell their story clearly to their target audience. Drama techniques could include: Freeze-Frame, Thought-tracking, Split-scene, Monologues etc. Drama skills could include: Projection, facial Expressions, body language, characterisation etc</p> <p><u>Module 3: Scripted performance</u></p> <p>Within this module students will explore a published script. They will develop their understanding of the play as a whole but will then focus on a specific scene. Students will then be required to interpret the script by creating and presenting a character learning lines and rehearsing and refining the scene. This will then be performed to an audience. Performing skills will include: Learning lines, interpreting a script, characterisation, communicating meaning, vocal skills and movement skills etc.</p> <p><u>Module 4: Stimulus</u></p> <p>Within this module students will explore a stimulus in preparation for their GCSE work. They then create a performance based on their findings developing, rehearsing and refining it to perform to an audience. They will begin to use explorative strategies to enhance their performance and its understanding.</p> <p><u>Module 5: Historical Context</u></p> <p>This unit will aim to explore historical figures and events in 3 eras of time to use as stimulus and create a performance using all areas of theatre. Students will explore International Styles of Theatre including, Ritualistic theatre / physical theatre, Renaissance Theatre - Melodrama, Shakespeare, street theatre. Exploring both the issues and style of those times and cultures.</p> <p><u>Module 6: Blood Brothers</u></p> <p>This unit is based on creating and interpreting a performance from the Blood Brothers script. Students will explore the play using elements of the script along with other drama techniques and strategies to further enhance their understanding of the characters, story and issues. Students will then create their own interpretations of elements of the script.</p>	<p>Evaluative written task sheets and use of levels for full understanding.</p> <p>Looking for characters in their observations on TV, in books, in the streets to work out their characters and learn from their body language and facial expressions as well as things such as their posture and dynamics.</p> <p>Discussions on what has been learnt in lessons</p> <p>Rehearse creative and performance work at home</p> <p>Participation within whole school performances and extra-curricular clubs</p> <p>Learning lines</p>
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