



Year 9 Expressive Arts

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	Script: 'Teachers' John Godber	Musical Theatre Everybody's Talking About Jamie: Jonathan Butterall	Verbatim Theatre Mark Wheeler	Responding to a Brief	Script: DNA Dennis Kelly	Script: DNA Dennis Kelly
Key substantive knowledge		<ul style="list-style-type: none"> John Godber and his stylistic qualities Following a script, using stage directions to inform creative choices Characterisation skills to make informed decisions about character portrayal Explorative strategies to develop script work Responding to, and developing narratives in response to scenarios Perform a role with professional discipline 	<ul style="list-style-type: none"> Jonathan Butterall and his stylistic qualities Themes Social context Creative intention Following a script, using stage directions to inform creative choices Characterisation skills to make informed decisions about character portrayal Performing as an ensemble Transforming a scene from 'page to stage'. Choreography Perform in front of an audience demonstrating professional performance discipline 	<ul style="list-style-type: none"> Verbatim Theatre Creative intention Following a script, using stage directions to inform creative choices Characterisation skills to make informed decisions about character portrayal Devising in response to script Performing as an ensemble Transforming a scene from 'page to stage'. Performance juxtaposition Performance techniques to create symbolism Perform in front of an audience demonstrating professional performance discipline 	<ul style="list-style-type: none"> Respond to a brief Respond to a stimulus Consider a target audience Create a performance to fulfil the creative intention Select and use appropriate performance techniques Organise rehearsal time Perform in front of an audience Reflect on personal success and areas for development 	<ul style="list-style-type: none"> Themes Following a script, using stage directions to inform creative choices Monologue delivery Greek chorus Proxemics Staging to communicate relationships to the audience Characterisation skills to make informed decisions about character portrayal Utilise explorative strategies to explore script work Character analysis 	<ul style="list-style-type: none"> Themes Following a script, using stage directions to inform creative choices Monologue delivery Greek chorus Proxemics Staging to communicate relationships to the audience Characterisation skills to make informed decisions about character portrayal Utilise explorative strategies to explore script work Devising and choreography in response to script
Disciplinary knowledge		<ul style="list-style-type: none"> Script reading Scene analysis Characterisation through; voice, facial expressions, body language. Spatial awareness Professional discipline Articulate a personal response Drama techniques 	<ul style="list-style-type: none"> Script reading Scene analysis Characterisation through; voice, facial expressions, body language. Spatial awareness Professional discipline Articulate a personal response Utilising the three disciplines simultaneously. 	<ul style="list-style-type: none"> Script reading Scene analysis Characterisation through; voice, facial expressions, body language. Performance technique Spatial awareness Professional discipline Articulate a personal response 	<ul style="list-style-type: none"> Devising process Stimulus Initial response Dramatic techniques for performance Characterisation through; voice, facial expressions, body language. Spatial awareness Professional discipline Articulate a personal response Self regulation Personal reflection 	<ul style="list-style-type: none"> Script reading Scene analysis Characterisation through; voice, facial expressions, body language. Spatial awareness Professional discipline Articulate a personal response Performance techniques Staging 	<ul style="list-style-type: none"> Script reading Scene analysis Characterisation through; voice, facial expressions, body language. Spatial awareness Professional discipline Articulate a personal response Performance techniques Staging Devising Choreography Symbolism

Clarity around sequencing	Main links across the curriculum	Y8 Spring Autumn Term 1 (Our Day Out) Y 9 Spring 1 (Mark Wheeler) Y9 Summer 1 & 2 (DNA) Y10 Autumn term 1 (exploring professional repertoire) Y10 Spring term 1 (performing professional repertoire)	Y8 Spring Autumn Term 1 (Our Day Out) Y7 Spring Term 2 (Musical Theatre) Y8 Spring Term 1 (Street dance) Y 9 Spring 1 (Mark Wheeler) Y9 Summer 1 & 2 (DNA) Y10 Autumn term 1 (exploring professional repertoire) Y10 Spring term 1 (performing professional repertoire)	Y8 Spring Autumn Term 1 (Our Day Out) Y9 Autumn Term 1 (Teachers) Y9 Summer 1 & 2 (DNA) Y10 Autumn term 1 (exploring professional repertoire) Y10 Spring term 1 (performing professional repertoire)	Y 9 Spring 1 (Mark Wheeler) Y10 Spring term 1 (performing professional repertoire) Y11 Autumn Term, Spring Term (Responding)	Y9 Autumn Term 1 (Teachers) Y9 Summer 1 & 2 (DNA) Y 9 Spring 1 (Mark Wheeler) Y10 Spring term 1 (performing professional repertoire)	Y9 Autumn Term 1 (Teachers) Y9 Summer 1 & 2 (DNA) Y 9 Spring 1 (Mark Wheeler) Y10 Spring term 1 (performing professional repertoire)
	Authentic cross curricular links	English: Script study, character exploration, responding to narratives	English: Script study, character exploration, responding to narratives	English: Script study, character exploration, responding to narratives	English: Responding to a stimulus, creative thinking, developing a narrative	English – Script study of DNA PSHE: relationships	English – Script study of DNA
Vocabulary	Key words	<ul style="list-style-type: none"> Convincing Characterisation Page to Stage Stage Directions Hot Seating Proxemics Stylistic qualities Multi role Costume signifiers Breaking the fourth wall Minimalistic set Transitions Choral speaking 	<ul style="list-style-type: none"> Convincing Characterisation Page to Stage Stage Directions Hot Seating Proxemics Stylistic qualities Voguing Themes Choreography Ensemble Musicality 	<ul style="list-style-type: none"> Verbatim Devising Page to Stage Stage Directions Stimulus Stage direction Ensemble Conscience Alley Puppetry Angel and Devil Choral speaking Proxemics Symbolism Breaking the Fourth Wall 	<ul style="list-style-type: none"> Devising Initial Response Stimulus Stimuli Symbolism Brief Ensemble Creative Intention Target Audience 	<ul style="list-style-type: none"> Monologue Staging: Thurst, Traverse, Proscenium, In the Round Greek Theatre Chorus 	<ul style="list-style-type: none"> Monologue Staging: Thurst, Traverse, Proscenium, In the Round Greek Theatre Chorus Devising Choreography Symbolism
Assessment	Summative assessment	<p>Devising and rehearsal:</p> <p>What are the stylistic qualities of John Godber?</p> <p>How will you transform the scene from 'page to stage' using the stylistic qualities of John Godber?</p> <p>Performing:</p> <p>How will you use your performance skills to portray your character and sustain the action on stage?</p>	<p>Devising and rehearsal:</p> <p>What themes are presented in the Everybody's Talking About Jamie?</p> <p>How will you transform the scene from 'page to stage'?</p> <p>How will you create choreography inspired by Jonathan Butterall?</p> <p>Performing:</p> <p>How will you use your performance skills to portray your character and sustain the action on stage?</p> <p>How will you perform the three disciplines simultaneously?</p>	<p>Devising and rehearsal:</p> <p>What themes are presented in the verbatim script?</p> <p>How will you transform the scene from 'page to stage' to present the creative intention?</p> <p>How will you use the performance techniques in your performance?</p> <p>Performing:</p> <p>How will you use your performance skills to portray your character and sustain the action on stage?</p>	<p>Devising and rehearsal:</p> <p>What is your initial response to the brief and stimulus?</p> <p>How does your narrative plan fulfil the brief and stimulus?</p> <p>How will you develop your performance?</p> <p>Performing:</p> <p>How will you use your performance skills to portray your character and sustain the action on stage?</p> <p>How did your performance fulfil the brief and stimulus?</p>	<p>Devising and rehearsal:</p> <p>How will you use characterisation to inform the audience of character emotions?</p> <p>How will you use the stage directions to transform your scene from 'page to stage'?</p> <p>How will you consider the use of proxemics and staging to inform the audience of character relationships?</p> <p>Performing:</p> <p>How will you use your performance skills to portray your character and sustain the action on stage?</p>	<p>Devising and rehearsal:</p> <p>How will you devise/choreography an original performance in response to the narrative?</p> <p>Which performance techniques will you select to reinforce the theme in your performance?</p> <p>Performing:</p> <p>How will you use your performance skills to portray your character and sustain the action on stage?</p>
Links to the real world / careers / PD		<ul style="list-style-type: none"> PD; Collaboration, Leadership, Respect. Empathy Careers: Writer, director, performer 	<ul style="list-style-type: none"> PD; Collaboration, Leadership, Respect. Empathy, LGBTQ+ Careers: Writer, director, performer 	<ul style="list-style-type: none"> PD – Collaboration, Leadership, Respect, Drug misuse, Alcohol Awareness, Drink Driving Careers: Writer, director, performer, Theatre in Education 	<ul style="list-style-type: none"> PD – Collaboration, Leadership, Respect, Careers: Writer, director, performer, Theatre in Education 	<ul style="list-style-type: none"> PD – Collaboration, Leadership, Respect, Morality, Criminality. Careers: Writer, director, performer, 	<ul style="list-style-type: none"> PD – Collaboration, Leadership, Respect, Morality, Criminality. Careers: Writer, director, performer,