

Beamont Collegiate Academy Curriculum Map



Year 9 Expressive Arts

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	Verbatim Theatre (Too Much Punch for Judy)	Choreographing from a Script (Too Much Punch for Judy)	Verbatim Theatre (I love you mum, I promise I won't die)	Choreographing from a Script (I love you mum, I promise I won't die)	Verbatim Theatre (Knife Crime)	Looking Back, Looking Forward.
	Key substantive knowledge	<ul style="list-style-type: none"> -Identify the creative intention of the professional repertoire -Devise original performance work in response to the professional repertoire -Utilise a range of performance techniques to suit the creative intention of the piece (Ensemble, Physical Theatre, Choral Speaking, Mimetic Movement, Breaking the Fourth Wall, Juxtaposition) -Respond to the given stimuli and choose appropriate performance techniques to develop performance work -Perform in front of an audience demonstrating professional performance discipline 	<ul style="list-style-type: none"> -Identify the stylistic qualities of the professional repertoire -Identify the creative intention of the professional repertoire -Choreograph original performance work in response to the professional repertoire -Utilise a range of performance techniques to suit the creative intention of the piece. -Respond to the given script in an abstract way to convey meaning and narrative through Dance. -Perform in front of an audience demonstrating professional performance discipline 	<ul style="list-style-type: none"> -Identify the creative intention of the professional repertoire -Devise original performance work in response to the professional repertoire -Utilise a range of performance techniques to suit the creative intention of the piece (Ensemble, Physical Theatre, Choral Speaking, Mimetic Movement, Breaking the Fourth Wall, Juxtaposition) -Respond to the given stimuli and choose appropriate performance techniques to develop performance work -Perform in front of an audience demonstrating professional performance discipline 	<ul style="list-style-type: none"> -Identify the stylistic qualities of the professional repertoire -Identify the creative intention of the professional repertoire -Choreograph original performance work in response to the professional repertoire -Utilise a range of performance techniques to suit the creative intention of the piece. -Respond to the given script in an abstract way to convey meaning and narrative through Dance. -Perform in front of an audience demonstrating professional performance discipline 	<ul style="list-style-type: none"> Identify the creative intention of the professional repertoire -Devise original performance work in response to the professional repertoire -Utilise a range of performance techniques to suit the creative intention of the piece (Ensemble, Physical Theatre, Choral Speaking, Mimetic Movement, Breaking the Fourth Wall, Juxtaposition) -Respond to the given stimuli and choose appropriate performance techniques to develop performance work -Perform in front of an audience demonstrating professional performance discipline 	<ul style="list-style-type: none"> -Use a broad range of stimuli including visual, auditory, kinaesthetic, ideational and tactile (Yr 11 recording 'leaving', Yr 11 letter of encouragement, Exam certificates...) -Think creatively in response to the given stimulus -Developing and devising original drama/movement -Creating performance material that encompass the skills explored in A1/2/SP1/2/Su1. -Personal reflection and self-discovery, target setting for Year 10 and the future.
	Disciplinary knowledge	<p>Stimulus</p> <p>Verbatim theatre</p> <p>The selection of key drama skills for devising</p>	<p>Stimulus</p> <p>Original Choreography</p> <p>Verbatim Theatre</p>	<p>Stimulus</p> <p>Verbatim theatre</p> <p>The selection of key drama skills for devising</p> <p>How to transform a script in to live theatre</p>	<p>Stimulus</p> <p>Original Choreography</p> <p>Verbatim Theatre</p>	<p>Stimulus</p> <p>Verbatim theatre</p> <p>The selection of key drama skills for devising</p> <p>How to transform a script in to live theatre</p>	<p>Stimulus</p> <p>Original Choreography</p> <p>Verbatim Theatre</p> <p>The selection of key skills for devising</p>
Clarity around sequencing	Main links across the curriculum	<p>Y10 Autumn term 1 (Verbatim Theatre)</p> <p>Y9 Autumn term 2 (Choreography)</p> <p>Y9 Spring 1 (Verbatim theatre)</p> <p>Y8 Spring 1 (Our Day Out)</p>	<p>Year 9 Autumn term 1 (Verbatim Theatre)</p> <p>Year 8 Summer term 2 (Choreography)</p> <p>Year 8 Autumn term 1 (Devising)</p> <p>Year 9 Spring 2 (Choreography)</p>	<p>Y10 Autumn term 1 (Verbatim Theatre)</p> <p>Y9 Autumn term 2 (Choreography)</p> <p>Y9 Autumn 1 (Verbatim theatre)</p> <p>Y8 Spring 1 (Our Day Out)</p>	<p>Year 9 Autumn term 1 (Verbatim Theatre)</p> <p>Year 8 Summer term 2 (Choreography)</p> <p>Year 8 Autumn term 1 (Devising)</p> <p>Year 9 Autumn 2 (Choreography)</p>	<p>Y10 Autumn term 1 (Verbatim Theatre)</p> <p>Y9 Autumn term 2 (Choreography)</p> <p>Y9 Autumn 1 (Verbatim theatre)</p> <p>Y8 Spring 1 (Our Day Out)</p>	<p>Consolidation of performance skills from across the Y9 curriculum.</p> <p>Y11 Spring (Component 3)</p>

		Y10 Spring 1 (Bouncers)		Y10 Spring 1 (Bouncers)		Y10 Spring 1 (Bouncers)	
	Authentic cross curricular links	English – Script study PSHE – Alcohol awareness	English – Script study PSHE – Alcohol awareness	English – Script study PSHE – Alcohol awareness	English – Script study PSHE – Alcohol awareness	English – Script study PSHE – Knife Crime and criminality	PSHE – Self Awareness/Target setting
Vocabulary	Key words	Verbatim Devising Stimulus Stage direction Ensemble Choral Speaking Synchronisation	Choreography Stimulus Frantic Assembly Physical Theatre Duet Dynamics Synchronisation	Verbatim Devising Stimulus Stage direction Ensemble Conscience Alley Puppetry Choral Speaking Synchronisation	Choreography Stimulus Frantic Assembly Physical Theatre Duet Dynamics Synchronisation	Verbatim Devising Stimulus Stage direction Ensemble Choral Speaking Multi Role Synchronisation Split Screen	Verbatim Devising Stimulus Choreography Reflection
Assessment	Summative assessment	How can you devise an original performance including ensemble in response to your given stimulus?	How will you perform with professionalism using your own choreography based on a script/narrative?	How can you devise an original performance including ensemble in response to your given stimulus?	How will you perform with professionalism using your own choreography based on a script/narrative?	How can you devise an original performance including a range of dramatic strategies in response to your given stimulus?	How can you perform to an audience using your own original material from a given stimulus? What have been your areas of strength and how can you build on your areas of development in preparation for Year 10?
Links to the real world / careers / PD		PD – Collaboration, Leadership, Respect, Drug misuse, Empathy	PD – Collaboration, Leadership, Respect, Drug misuse, Empathy	PD – Collaboration, Leadership, Respect, Drug misuse, Empathy	PD – Collaboration, Leadership, Respect, Drug misuse, Empathy	PD – Collaboration, Leadership, Respect, Criminality, Empathy	PD - Leadership Collaboration Respect Self-reflection and target setting.