

Year 9 Curriculum Overview Plan: Musical Theatre

Autumn 1 and Autumn 2	Spring 1 and Spring 2	Summer 1 and Summer 2
<p>Key Theme: Question: What is Musical Theatre? Acting through Song</p> <p>Prior Learning:</p> <p>Students will recap and recall their Performing Art exploration skills learned during Year 7 and Year 8 whilst developing the depth of their knowledge of these skills.</p> <p>Students have prior learning of basic skills and techniques. They should have secured knowledge in some variety of styles and</p>	<p>Key Theme: Question: What types of Musicals are there? Professional Repertoire</p> <p>Prior Learning:</p> <p>Students will recap and recall the key elements/techniques studied during Term one.</p> <p>Students will be required to use these skills and techniques to recreate existing repertoire in contrasting styles.</p> <p>Current Learning:</p> <p>Key Concepts,</p>	<p>Key Theme: Question: How can the Arts entertain a community? Variety Performance</p> <p>Prior Learning:</p> <p>Students will use the knowledge and skills gained in the previous two terms to create, rehearse, refine, and produce an individual/group act for a variety performance.</p> <p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p>

<p>performance techniques.</p> <p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Students will explore a range of Musical theatre songs whilst focusing on a key element/technique required within the discipline.</p> <p>Key areas of focus are:</p> <ul style="list-style-type: none"> Characterisation Ensemble Atmosphere Character Song Breath Control Stamina Emotion Interaction Confidence Stage presence <p>Future Learning:</p>	<p>Knowledge & Skills to be Embedded:</p> <p>Students will study 2 contrasting musicals: a Jukebox Musical and a Book Musical.</p> <p>They will study the key concepts and elements of each genre. They will look at different production roles within the industry and analyse how they each contribute and collaborate within the creative process.</p> <p>Students will explore each of the two musical and re-create existing repertoire from both.</p> <p>Future Learning:</p>	<p>Students will create an act to be included in a variety performance. They will be able to work as a solo performer or as part of a larger group/theatre company.</p> <p>They will create, rehearse, refine and perform a variety act worthy of a paying public audience as part of a community theatre project.</p> <p>Future Learning:</p> <p>This performance project will allow students to understand the process of creating performance in preparation for Component 2 and 3 of the Btec Performing Arts course, where</p>
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<p>This preparation will assist students in all three components of the Btec Performing Arts course. C1 - Exploring the Performing Arts C2 - Developing skills and techniques in the Performing Arts C3 – Responding to a brief</p> <p>Assessment Methods:</p> <p>Knowledge and understanding - Quizzes on specific key words.</p> <p>Demonstrate – Short performances showcasing skills and techniques learnt.</p> <p>Tier 3 Vocabulary Vault:</p>	<p>This preparation will assist students in all three components of the Btec Performing Arts course. C1 - Exploring the Performing Arts C2 - Developing skills and techniques in the Performing Arts C3 – Responding to a brief</p> <p>Assessment Methods:</p> <p>Knowledge and understanding – Evaluations of professional repertoire. Quizzes on specific key words.</p> <p>Demonstrate – Short performances skills and techniques learnt.</p> <p>Tier 3 Vocabulary Vault:</p>	<p>students will recreate existing repertoire and devise new material from a given brief.</p> <p>Assessment Methods:</p> <p>Coursework Workshops Rehearsals Performance</p> <p>Tier 3 Vocabulary Vault:</p> <p>Target Audience Set Brief Showcase Elements of theatre Time Management Devising Directing Choreography</p> <p>(Students will continue to embed the Vocabulary from Term 1 – Identifying</p>
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<p>Vocal Warm Up Scales Characterisation Atmosphere Ensemble Improvisation Emotion Mood Vocal Phrasing Character Song Antagonist Accent Breath Control Stamina Tempo Interactions Proxemics Inhibitions Fourth Wall Stage Presence</p>	<p>Style Genre Creative Intention Stylistic Qualities Theme Form Structure Narrative Collaboration Juke Box Musical Book Musical</p> <p>(Students will continue to embed the Vocabulary from Term 1 – Identifying the key elements/techniques as they evaluate professional repertoire).</p>	<p>the key elements/techniques as they evaluate professional repertoire).</p> <p>Reading Exposure:</p> <p>A range of reading materials such as, extracts of text, poems, reviews, and articles. Vocabulary Vault</p>
<p>Reading Exposure:</p>	<p>Reading Exposure:</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p>
<p>A range of Musical Theatre Lyrics.</p> <p>Strategies to enable new</p>	<p>A range of reading materials such as, extracts of text, lyrics, reviews.</p>	<p>Repeated skills practice in practical performance through activities, group work and exploration tasks.</p>

<p>concepts, knowledge & skills to embed in long-term memory:</p> <p>Repeated skills practice in practical performance through activities, group work and exploration tasks.</p> <p>All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning.</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Repeated skills practice in practical performance through activities, group work and exploration tasks.</p> <p>All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning.</p>	<p>All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning</p>
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