

Year 9 Arts Curriculum Map

Subject/Term	Term 1 Knowledge	Term 2 Knowledge	Term 3 Knowledge	Term 4 Knowledge	Term 5 Knowledge	Term 6 Knowledge
Drama 5 projects covered <i>Skills: Beyond; Performance; Devising; Appraisal</i>	Body language: Facial expression, Gesture, Movement, Body language and Voice (FGMBV) Laban's language of the body	Stanislavski: Stanislavski's acting system	Brecht: Alienation techniques FGMBV	'Teechers' Style crossovers with both practitioners studied Multi-rolling Caricature 3rd person narration	Technical Theatre 'DNA': Stage configurations Set Costume & Make-up Lighting Sound	
English 3 units covered <i>Skills: Structure and coherence; Spelling, punctuation and grammar; Applying context; Using evidence; Analysing technique; Awareness of impact; Listening, discussing and presenting</i>	The Play – Blood Brothers To include: characters, plot, themes, structure, context, stagecraft and writer's methods.		The Novel – Lord of the Flies To include: characters, plot, themes, structure, context and writer's methods.		Shakespeare –Macbeth To include: characters, plot, themes, structure, context, stagecraft and writer's methods.	
History 3 units covered <i>Skills: Construct relevant, structured and evidentially supported written work; Use evidence and evaluating evidence; Develop own hypothesis and conclusions; Evaluate different interpretations about the past; Use historical terms and concepts.</i>	WW1 Students will extend and deepen their chronological understanding of the period and throughout this use the key historical concepts of change and continuity and the significance of the key events of the first world war: long and short term causes, key battles, weapons of WW1, end of WW1		Interwar Years, Hitler's rise to power, WW2 Students will extend and deepen their chronological understanding of the period and throughout this use the key historical concepts of diversity and the significance of the key events of the interwar periods and into WW2: The fight for the vote, Hitler's actions in the 1930s, key events of WW2		Holocaust, The Vietnam War Students will extend and deepen their chronological understanding of the period and use the key historical concepts of cause and consequence and the significance of key events: the Holocaust, The causes of the Vietnam War and the events of the Vietnam War	
Citizenship 3 topics covered <i>Skills: Knowledge and Understanding; Explanation; Use of Sources of Authority; Analysis and Interpretation; Evaluation; Written Communication</i>	The Legal System and Justice Difference between criminal and civil law Roles of police, courts and legal professionals Rights and responsibilities within the justice system Principles of fairness and justice		Identity and Diversity Factors that shape identity Benefits of diversity in society Impact of stereotypes and prejudice Protected characteristics and equality Active citizenship through social action		Money and Financial Decisions Sources and functions of money Managing a personal budget Prioritising spending Benefits and risks of saving Consequences of debt and borrowing Making informed financial decisions	

RE 5 units covered <i>Skills: Knowledge and understanding; Explanation; Use of Sources of Authority; Analysis and Interpretation; Evaluation; Written Communication</i>	Unit 1: Good, Bad; Right, Wrong: How Do I Decide? Sources of authority Religious moral teachings Conscience Ethical decision-making Consequences and duties Personal responsibility	Unit 2: How Far Does It Make a Difference If You Believe in Life After Death? Christian beliefs about Heaven, Hell and Judgement Muslim beliefs about Akhirah Hindu beliefs about reincarnation Non-religious perspectives on death Purpose and meaning of life Influence of beliefs on behaviour	Unit 3: Why Is There Suffering? Are There Any Good Solutions? The problem of evil Christian responses to suffering Hindu and Buddhist responses Free will Karma Human responsibility	Unit 4: Should Happiness Be the Purpose of Life? Christian understandings of fulfilment Buddhist approaches to happiness Humanist perspectives Purpose and meaning Wellbeing and flourishing Material and spiritual success	Unit 5: How Can People Express the Spiritual Through the Arts? Religious art and symbolism Sacred music Architecture and worship spaces Personal expression Spirituality and creativity Contemporary examples
Music 3 units covered <i>Skills: Performing; Composing; Listening and appraising</i>	PPK's Resurrection Song structure and superscript To be able to play the riffs in PPK's Resurrection Using MCT importing, recording & arranging Recognising the named parts of the drum kit		Medieval Composition Composition techniques in the Medieval Style piece using a given brief - Melody Line - Lyrics - Cut-Down Melody - Decorated Melody - Percussion use - Drone - Counter melody - Modes		Personal Study Project Begin to appreciate solo artists of the 21st century and recognise the stylistic features of the genre To recognise the mixed genres, using 'rap' within pop to give the piece contrast and popular appeal To recognise the trick of the 4-chord pattern used in many pop songs To recognise the typical rock band set-up: Vocals, Bass Guitar, Electric Guitar and Kit
French 3 units covered <i>Skills: listening; speaking; reading and writing</i>	Healthy Living Body parts, illness and injuries; ; healthy living		Jobs, ambitions and future plans Jobs and personal qualities; ambitions; future plans; L'ascension film		The Francophone world Francophone history and countries; accommodation and facilities; holiday activities; ideal holiday
German 4 units covered <i>Skills: listening; speaking; reading and writing</i>	TV and film Tv, film, film study (Das Wunder von Bern)	Fairy tales Fairy tales Characters House and home	Jobs Jobs Qualities Past experience Future plans		Berlin Places in Berlin, the rise of the wall, differences between East and West, escape attempts, fall of the wall, film study (Balloon)
Spanish 4 units covered <i>Skills: listening; speaking; reading and writing</i>	Healthy Living - Vocabulary surrounding illness and parts of the body, as well as general advice to give in these situations. Much of this vocabulary features heavily on the GCSE specification, so it is preparing students well for this. Also, it explores the key speaking skills of roleplay and photocards.	Friends and role models - Adjectives to describe yourself and others, allowing students to express opinions on personality. Vocabulary surrounding appearance and what it means to be a good friend is also taught, enabling students to describe their friends and their role models.	World of work - Vocabulary surrounding jobs and the qualities needed to succeed in these jobs. Students will also gain knowledge on how to describe their aspirations for the future, around the time they select their GCSE's.		Where I live - Places in town and ways to describe those areas will be taught, alongside how to describe your home. It will enable students to describe their current home, but also where they would like to live in the future. Lastly, we will discover all about various festivals and celebrations in Spain.