



## PERFORMING ARTS

### Why is the study of Performing Arts important?

Performing Arts means practically exploring performance methods and techniques, as well as developing analytical skills through the evaluation of live and recorded performance work. Performing Arts also means the use of drama and dance techniques to explore issue based work relating to personal development and moral/ethical dilemmas. Its study will require learners to question the purpose of performance and the intention of a range of choreographers/practitioners/theatre and dance companies/playwrights in their creation of performance work.

Learners will also explore their own creative intention and develop their personal performance skills in expressing their thoughts and ideas through the medium of dance and/or drama. Drama makes up a higher percentage of the timetable at KS3/4 at this time and Dance will grow within the future.

Performance studies will encourage students to express their personal views within group work and through the creative choices they make about your choreography, devised drama and/or scripted work. From Year 7 they will have the exciting opportunity to develop their practical understanding of performance skills including techniques such as characterisation and physical/vocal expression in Drama and timing, flexibility, alignment, and co-ordination within Dance. In Drama, they will also learn all of the basic devising and staging techniques to create their own work such as still images, thought tracks, narration, blocking, cross cutting and movement devices.

In Dance, they will learn how to create their own choreography using inventive body actions, devices such as canon and unison, how to structure the actions into a sequence and make decisions about dynamics. Learners will perform their work regularly in order to develop their confidence and develop a strong understanding of the audience experience. Student's study of Performing Arts will encourage them to think deeply and help them to effectively express themselves— a great life skill that all universities and employers will appreciate.

Across their study of Drama, learners will explore a number of professional theatre practitioners including Stanislavski, Brecht and Frantic Assembly, which will extend their understanding of acting approaches and the creative process. In Drama, learners will analyse a range of text extracts and use their understanding of the plot, characters and style to stage their own version of the text. The Performing Arts classroom should be brimming with practical opportunities for students to express themselves and share their ideas with others.

Big questions such as why people create performance and the intended impact on their audience will be considered throughout students' lessons. Drama explores a variety of texts and uses these as a foundation for devising and exploring characters and narratives. We also aim to have cross curricular links with Geography, History and English, to enable students to explore topics practically and creatively.

Learners will practically explore the techniques of companies such as 'Frantic Assembly', and apply performance techniques in a range of scripted, devising and improvised performances.

### **What skills will the study of Performing Arts teach?**

As a citizen in this world, students need to know how to work collaboratively with other people, express their personal views, understand their view of others, and communicate clearly. Performing Arts provides a framework for understanding people through the analysis of characters, playwrights and live performance work; as well as the opportunity to work collaboratively to create work that will express their own ideas.

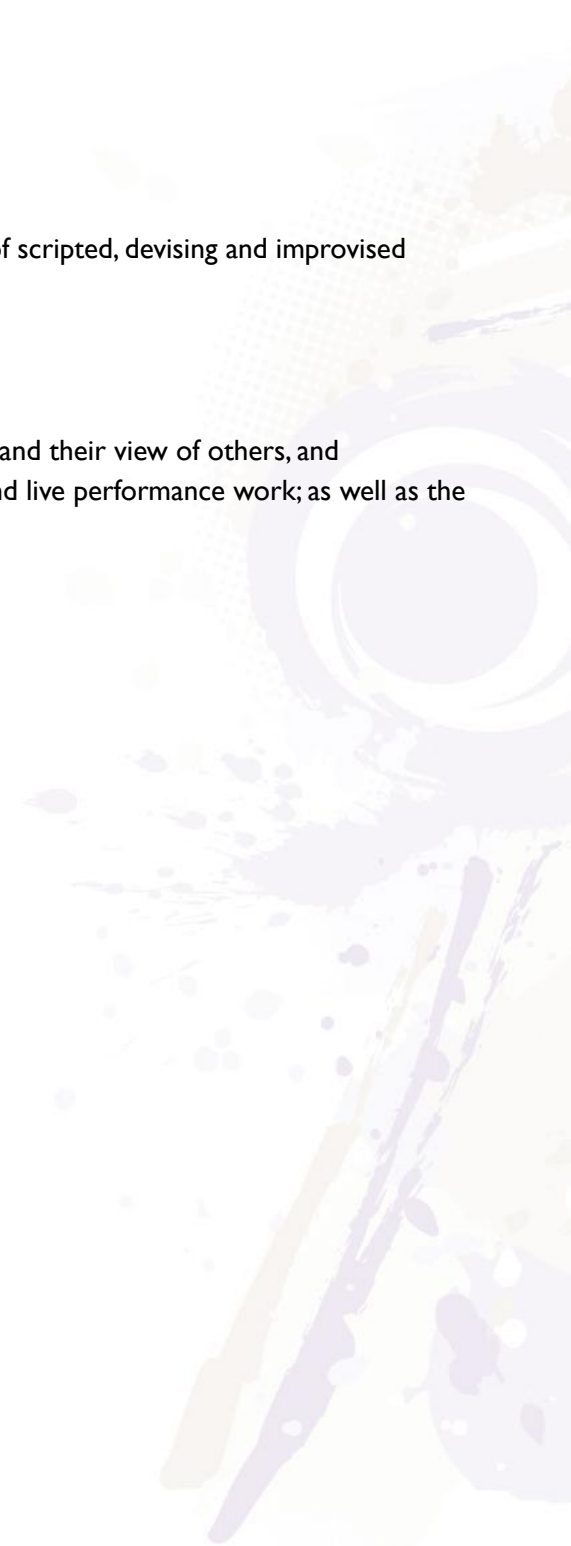
Drama and Dance has many transferable skills that enable students to be successful in other subjects and outside of the classroom.

### **Drama will teach students to...**

- Apply physical and vocal skills to communicate a character
- Analyse the effectiveness of your own use of body language and vocal expression
- Express your ideas within a group during collaborative creative tasks
- Develop physical control through the development of performance work
- Speak clearly to an audience of people
- Communicate ideas through the application of drama techniques

### **Dance will teach students to...**

- Perform dance with control, fluency, accuracy and the correct timing
- Develop physical skills such as posture, alignment, flexibility, stamina and strength
- Use dynamics to emphasise the mood and meaning of the dance
- Create effective choreography that has a logical structure and utilises choreographic devices
- Analyse the effectiveness of your own choreography and use of dance skills
- Express your ideas within a group during collaborative creative tasks
- Communicate ideas through the use of dance skills



## What will learners know and understand from their study of Performing Arts?

- There are many different styles of theatre and dance that have been developed with different approaches and intentions
- Theatre and dance practitioners have developed a range of different approaches to match the intention of their work
- The importance of considering your audience in the creation of performance work
- To articulate the aspects of a piece of performance that they like/dislike and why
- Understand the response from your audience and adapt their work to increase the clarity and effectiveness

## Curriculum Guidelines

To ensure the curriculum in Performing Arts is knowledge rich and offers learners significant opportunities to expand their knowledge of the subject, all learners must cover the following within their key stage 3 curriculum: Shakespeare- All students studying Drama must be exposed to a minimum of one Shakespeare text, including the plot, language characters and cultural context. Genre/Style- All students must be exposed to at least one genre/style within their Performing Arts curriculum. For example, Melodrama, Commedia dell'arte, Physical Theatre, Naturalism in Drama. They should develop a practical understanding of the genre, as well as the historical context and key practitioners.

Students explore devising and learning scripts. Students will work with different peers each lesson in order to build relationships and avoid creating similar standard work each week. Challenge is important.

**Creating** - All learners must be given the opportunity to use devising/choreography skills in creating their own work. They should be clear about their intentions for their work and evaluate the success. Professional Work- All learners must be exposed to one piece of professional work. They should have the opportunity to view the work and carry out activities to allow them to analyse the intention and success of the piece.

**Performing** - All learners should expect to perform at some point in a half term in order to build confidence and showcase work, whilst being supportive to peers.

KS3 (Y7 – 9)		KS4 (Y10-Y11)	
<b><u>Intro to Drama</u></b> Team learner Drama Techniques Performance skills Confidence	<b><u>Physical Theatre</u></b> Improvisation Physicality Drama Techniques Movement Exaggeration Sound Effects	Three units are covered during the course.  Component 1 (C1): Devising Drama Component 2 (C2): Performing from a Text Component 3 (C3): Interpreting Theatre  Lessons will be a range of practical and theory. There will be a range of group and individual work which maximises opportunities for students to develop skills and deepen understanding of various acting styles and practitioners.	
<b><u>Physical Theatre</u></b> Improvisation Physicality Drama Techniques Movement Exaggeration Sound Effects	<b><u>Stories as a stimulus</u></b> Character Monologue Duologue Stage Directions Dialogue Subtext Script Vocal Skills Performance Space.	<b><u>Unit title: Into to GCSE and Practitioners</u></b> <ul style="list-style-type: none"> <li>- Practically exploring Brecht, Stanislavski and Frantic Assembly.</li> <li>- Understanding the theory behind Brecht</li> <li>- Observing different examples of genres online</li> </ul>	<b><u>Unit title: Devising from a stimulus.</u></b> <ul style="list-style-type: none"> <li>- Keeping an ongoing journal/notes about the process.</li> <li>- Formal assessment (performance) at the end of the term.</li> <li>- Watch a live performance and analyse for C3 written examination.</li> </ul>
<b><u>Scripts (inc Boy who fell into a book and DNA)</u></b> Memory Lines Rehearsal Perform Confidence	<b><u>Stage Combat</u></b> Self-Awareness Trust Tension Maturity Argument Realistic	<b><u>Unit title: Introduction to devising</u></b> <ul style="list-style-type: none"> <li>- Learning drama techniques</li> <li>- Linear and non-linear structure.</li> <li>- Characterisation</li> </ul> Mini devised project (Mock of C1)  Watch a live performance.	<b><u>Unit title: Supporting evidence.</u></b> <ul style="list-style-type: none"> <li>- Writing the written evaluation based on devised work.</li> </ul>

Repetition Character Analysis Plot Design	Focus Audience Awareness Physical Control Safety	<p><b><u>Unit title: Study of set text/Mini scripted performance</u></b></p> <ul style="list-style-type: none"> <li>- Rehearsal techniques</li> <li>- Costume ideas and justification</li> <li>- Technical elements</li> <li>- Audience awareness</li> <li>- Developing an understanding of scripts</li> </ul> <p>PowerPoint based on technical elements research.</p> <p><b><u>Unit title: Preparation for written paper – section B</u></b> (revisiting any less confident areas).</p> <ul style="list-style-type: none"> <li>- Watch a live performance and prep review.</li> <li>- Look at writing skills for this section.</li> </ul> <p>Asking students to highlight what they want to recap.</p>	<p><b><u>Unit title: Performance from a set text.</u></b></p> <p><b><u>Unit title: Re-cap set text in detail in preparation for C3 section A and B.</u></b></p> <ul style="list-style-type: none"> <li>- Enhance knowledge based around the written paper and its content.</li> </ul>
<p><b><u>Shakespeare</u></b>          Expression Emotion          Body language          Mime          Narration          Characters</p>	<p><b><u>Cross Curricular - Geography and History.</u></b>          Drama techniques          Responding to Audio          Emotion          Characterisation          Real life scenarios</p>		
<p><b><u>Stanislavski</u></b>          Naturalism          Magic If          Given Circumstances</p>	<p><b><u>Greek Theatre</u></b>          Antigone          Use of Chorus          Characterisation</p>		
<p><b><u>Melodrama</u></b>          Stock Character          Exaggerated Physicality          Set formula for plot</p>	<p><b><u>Live Theatre Review</u></b>          Watching a live performance          Acting          Technical          Design          Linking to C3 Section B of exam question in Y11.</p>		