



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. 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, split staging and movement devices. In Dance, students will learn how to create their own choreography using inventive body actions and 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 Dance, learners will be exposed to the work of professional choreographers and companies such as Christopher Bruce, Kate Prince/Zonation, Bob Fosse, Jerome Robbins, Ashley Wallen, Matthew Bourne and Motionhouse. Students will learn about contrasting approaches to performance, and why the key practitioners developed these different approaches to suit the intention of their work. In Dance, learners will analyse professional repertoire and use their understanding to stage their own versions of iconic pieces of choreography. Lessons will provide a wide range of opportunities for practical workshoping, developing performance material, staging extracts of performance work to other members of the class. 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 through study of this subject. Learners will develop their understanding of how performance has changed over the centuries and consider the reason why this might be. Study of Performing Arts will encourage learners to question the purpose of performance through the analysis of ground-breaking performance companies such as Rambert Dance Company. In Dance, learners will explore choreographers that use the medium of dance to explore political and social issues in iconic pieces such as 'Ghost Dances' by Christopher Bruce or 'Revelations' by Alvin Ailey. Exploration of all these key concepts will have a practical focus, which will allow students to develop their own practical skills at the same time. Learners will practically explore the techniques of choreographers and dancers such as Bob Fosse and Christopher Bruce, and apply performance techniques in a range of scripted, devising and choreography tasks.

What students will know and understand from their study of Performing Arts

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.

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 utilizes 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 Performance?

- Playwrights and choreographers have an intention for their work and there is often a political or social meaning within the work.
- 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 year 7/8 curriculum:

Genre/Style- All students must be exposed to at least one genre/style within their Performing Arts curriculum. For example, Jazz, Street, Contemporary in Dance. They should develop a practical understanding of the genre, as well as the historical context and key practitioners/choreographers.

Contemporary Practitioners –

In Dance, all learners must explore the work of one current choreographer. For example, Christopher Bruce, Alvin Ailey, Bob Fosse. Learners should understand the intention of the choreographer and have the opportunity to learn short sections of repertoire.

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 ARTS CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY CARLTON

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	Year 11
	<p><u>Matilda (Exploring the style)</u> Introduction to dance and the key terminology and vocabulary used when creating dance.</p> <p>Developing basic actions, use of levels and confidence in dance</p> <p>Introduction of basic choreographic skills - canon and unison</p>	<p><u>High School Musical (Musical Theatre)</u></p> <p>How to apply the use of props to make dance effective. Focus on timing and coordination with the prop and as a group and explore pathway and direction to make a sequence effective.</p>	<p><u>Introduction to KS4 dance skills and terminology</u></p> <p>Introduction to key terminology and skills. Students will explore how to apply basic performance and technical skills into an extract of professional repertoire</p>	<p><u>Introduction to BTEC course and component 1 and 2</u></p> <p>Introduction to the Tech Award Performing Arts Course including learning about the grading criteria and requirements of the course.</p> <p>Skills based introduction (technical and performance), alongside baseline assessment task.</p>	<p><u>Exploring the performing arts – style contemporary</u></p> <p>Tech Award Component 1 Examining professional work Learners will explore and examine the style in practical workshops and watch recorded and live performances. Project 1 - research and examine purpose, intention, examine various roles and responsibilities and an understanding of how they contribute to the choreographic process.</p>
	<p><u>Matilda (Exploring the style)</u></p> <p>Introduction to dance and the key terminology and vocabulary used when performing dance. Develop uses of emphasis of movement and awareness of other performance skills</p> <p>Secure confidence in performing to an audience</p>		<p><u>Development of skills and analysing progress</u></p> <p>Students will continue to develop basic skills in dance and performance analysing their strengths and areas of weakness whilst replicating professional repertoire</p>	<p><u>Exploring the performing arts – style Jazz –</u></p> <p>Tech Award Component 1 Examining professional work Learners will explore and examine the style in practical workshops and watch recorded and live performances. Project 1 - research and examine purpose, intention, examine</p>	<p>explore the interrelationships between chosen styles/choreographers including how they respond to a brief, set tasks, rehearsal process etc.</p> <p><u>Tech Award Component 3: Responding to a Brief:</u> Learners will be given the</p>

				<p>various roles and responsibilities and an understanding of how they contribute to the choreographic process.</p> <p>explore the interrelationships between chosen styles/choreographers including how they respond to a brief, set tasks, rehearsal process etc.</p>	<p>opportunity to work as part of a group to contribute to a workshop performance as either a performer in response to a given brief and stimulus</p>
	<p><u>Hairspray (Exploring Characterisation)</u></p> <p>Developing key dance skills with a specific focus on characterization skills, reduce inhibitions about dance.</p> <p>Develop timing & basic getting students to develop work in beats of 8</p> <p>Introduce collaborative structures and solving problems as a team</p>		<p><u>Exploring various styles of dance</u></p> <p>Students will continue to develop both performance and technical skills whilst learning extracts of professional contemporary repertoire</p>	<p><u>Exploring the performing arts - style contemporary-</u></p> <p>Tech Award Component 1 Examining professional work Learners will explore and examine the style in practical workshops and watch recorded and live performances.</p> <p>Project 2 - research and examine purpose, intention, examine various roles and responsibilities and an understanding of how they contribute to the choreographic process.</p> <p>explore the interrelationships between chosen styles/choreographers including how they respond to a brief, set tasks, rehearsal process etc.</p>	

	<p><u>Rock and Roll (Exploring style)</u></p> <p>Introduce the students to another genre of dance and develop group and partner work Develop use of levels and timing by exploring the use of counter balance and tension to start to develop lifts. work</p>		<p><u>Exploring various styles of dance</u></p> <p>Students will continue to develop both performance and technical skills whilst learning extracts of professional jazz repertoire</p>	<p><u>Exploring the performing arts – style hip hop/street</u></p> <p>Tech Award Component 1 Examining professional work Learners will explore and examine the style in practical workshops and watch recorded and live performances. Project 1 - research and examine purpose, intention, examine various roles and responsibilities and an understanding of how they contribute to the choreographic process. explore the interrelationships between chosen styles/choreographers including how they respond to a brief, set tasks, rehearsal process etc.</p>
	<p><u>Bugsy Malone (Dance - Musicals)</u></p> <p>Introduction of props into a dance and how the impacts on timing. Use of unison, canon and pathways in a dance and how they can be effective Develop characterisation with students and the opportunity to 'dress up' and become a character and explore how movements develop character and plot.</p>		<p><u>Developing skills and techniques in the performing arts</u></p> <p>Students will apply the skills and knowledge they have learnt to 3 styles of dance and review their own progress in preparation for BTEC dance.</p> <p>They will develop their performance and technical skill whilst researching the various roles within the theatre and what is involved in creating a production</p>	
Summer 2	<p><u>Through the decades (dance appreciation)</u></p> <p>Students learn short phrase of dance from each decade (usually</p>	<p><u>Dance choreography and appreciation (motif and development)</u></p>	<p><u>Refining skills and techniques for performance</u></p> <p>Students will recall all the dances they have developed and prepare</p>	<p><u>Tech Award Component 2: Developing skills and techniques in the performing arts</u></p>

	<p>popular dance craze related – Tik Tok/fornite to engage students Students learn extracts of dances from other decades and discuss features of the style. Then using skills developed work collaboratively to develop their own dance in their chosen decade/style. Work together in small groups which are performed and then assessed regularly by their peers.</p>	<p>Recall the skills and processes used to create choreography. Students work in groups to develop their own work that is recorded and assessed by their peers. Style/genre/artist will be dependent on group/s</p>	<p>for a short performance. They will be responsible for all aspects of producing a production</p>	<p>Apply skills and techniques in the performing arts Review own performance</p> <p>Students will practice and perform the pieces they have studied showing their application of skills and techniques. They will continually review their process, respond to feedback and evaluate their work.</p>	
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