



PERFORMING ARTS

CURRICULUM PROGRESSION OVERVIEW - DRAMA

STUDENTS STUDY DANCE IN YEAR 7, DRAMA IN YEAR 8 AND A CHOICE OF EITHER DANCE OR DRAMA IN YEAR 9

	YEAR 8 Drama	Year 9 Drama	YEAR 10 GCSE Drama	YEAR 11 BTEC Drama
PS1	<p><u>Introduction to Drama Skills</u> still images, mime, devising techniques and .</p> <p><u>Silent Movie</u> Students will explore the conventions used and applied in Silent Films. There are historical key components covered: History of slapstick Keystone Kops Buster Keaton Charlie Chaplin</p> <p>Students develop an understanding of the importance of audience, rehearsal, group work and confidence.</p>	<p><u>Noughts and Crosses</u> Students explore the theme of racism and injustice through the play - giving a small introduction to the story, which will be explored in greater depth in English. Students explore: Injustice Racism Prejudice Bullying</p>	<p>Introduction to the Course including learning about the grading criteria and requirements of the course. <u>Theatre Techniques</u> Mock Tech Award Component 1/2 Project</p> <ul style="list-style-type: none"> • Analysis of the Theatrical style, intentions of the work and roles • Practical exploration of the Berkoff style: Stereotypical characters, Multi-rolling, Direct address. • Application of the techniques to the themes 	<p>Students complete the Tech Award Component 2 Project:</p> <ul style="list-style-type: none"> • Analysis of the physical theatre genre, intentions of the work and roles • Analysis of live performance of 'Curious Incident of the Dog in The Night Time' by National Theatre. • Practical exploration of Frantic Assembly approaches: Chair Duets, Round By Through and Lifts • Application of the techniques to a text: 'Curious Incident of the Dog in the Night time' by Simon Stephens <p>Students track their own progress in performance skills and evaluate their performance work.</p>
PS2	<p><u>Storytelling</u> Developing different ways of presenting stories to evoke emotion and imagination from an audience:</p> <ul style="list-style-type: none"> • Slow Motion 	<p><u>World War One</u> Focusing on the key historical events during WWI. Developing a greater understanding of events through: Cross-cutting Thought-tracking</p>	<p><u>Devising from a Stimuli</u> Students are given stimulus from the exam board. Students will (in groups) explore the stimulus in workshops, then choose stimulus for their assessment.</p>	

	<ul style="list-style-type: none"> • Sound Collage • Physical Theatre • Body as Prop 	<p>Slow-Motion Stage combat.</p> <p>Students also touch on the use of lighting, sound and costume.</p>	<p>Keeping a weekly record of development, students will create an original piece of theatre whilst applying Brechtian techniques.</p>	
PS3	<p><u>Our Day Out</u></p> <p>Knowledge of the plot, social context, intentions of Our Day Out by Willy Russell, Practical understanding of characterisation and blocking and fully staging of a section of text.</p> <p>SMSC Links to Social Deprivation</p>	<p><u>Physical Theatre - Working as an Ensemble</u></p> <p>Using a variety of practitioner approaches, students will create a physical performance working as part of an ensemble.</p>		<p>Tech Award Component 3:</p> <p>Responding to a Brief:</p> <p>Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus</p>
PS4	<p><u>Devising Skills - Stimuli</u></p> <p>Use of techniques including still images, thought tracks, movement, narration, to explore issues such as diversity and real life historical events .</p>	<p><u>Devising from a Stimuli</u></p> <p>Use of techniques to explore various social issues such as Black Lives Matter. Opportunity to apply techniques to create a piece of educational devised drama.</p>	<p><u>Devising from a Stimuli</u></p> <p>Students are given stimulus from the exam board. Students will (in groups) explore the stimulus in workshops, then choose stimulus for their assessment. Keeping a weekly record of development, students will create an original piece of theatre whilst applying Brechtian techniques.</p>	
PS5	<p><u>Lord of The Flies - Conscience Conventions/Status</u></p> <p>Exploration of the classic text by William Golding using drama conventions to explore status shifts and internal motivations of characters</p>	<p><u>Theatre of The Oppressed</u></p> <p>Students will learn about the theories and exercises of Augusto Boal - Theatre of The Oppressed. Students create a drama that brings about change. A stimulus will be used to explore and create drama in a contemporary - non naturalistic style.</p>	<p><u>Performance Text Preparation I</u></p> <p>Students will rehearse a professional dramatic performance and perform it within practical lessons. Students are to critically appreciate their own performance, through describing, analysing, interpreting, evaluating and</p>	

			<p>reflecting. Students must know and understand:</p> <ul style="list-style-type: none"> • Relevant terminology • The contribution of the actor in performance, in relation to audiences understanding of the dramatic intent of the work being performed. 	
PS6	<p><u>Oliver</u></p> <p>View the stage adaptation of 'Oliver' and review the effectiveness, developing their knowledge of the Historical context and reenacting moments from the iconic production.</p> <p>SMSC - Poverty/Human Rights</p>	<p><u>Verbatim Theatre / Crime and Punishment</u></p> <p>Students will explore the issue of crime and punishment through the case of Christopher Craig and Derek Bentley. They will use a combination of the skills taught in year 8 and 9 to explore the motivations of those involved and will be introduced to how to use Verbatim text extracts from the case.</p>	<p><u>Exploration of the Written Exam text</u></p> <p>Students will practically explore the set text from the exam board, and apply their work to written questions from the exam board. Students will need to develop a deeper understanding of:</p> <ul style="list-style-type: none"> • Acting • Directing • Design • Performance 	

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 dance and drama 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 drama. Performance studies will encourage students to express their personal views within group work and through the creative choices they make about their devised drama and/or scripted work. In Year 8 Drama, they will learn all of the basic performance skills but also focus on devising and staging techniques to create their own work such as still images, thought tracks, narration, blocking, split staging and movement devices. In Year 9 learners will have the opportunity to choose either Dance or Drama. 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 and Brecht, which will extend their understanding of acting approaches and the creative process. 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.

Lessons will provide a wide range of opportunities for practical workshoping, developing performance material, staging extracts and performing 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. In drama, learners will explore playwrights that have a very clear intention for their work such as Mark Wheeler who uses his scripted texts to explore current issues such as drink driving and eating disorders. Students will extend their understanding of how playwrights may use their work to make social comments, such as can be seen in 'Blood Brothers' by Willy Russell and DNA by Dennis Kelly. 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.

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 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

What will learners know and understand from their study of Performance?

- Playwrights 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 that have been developed with different approaches and intentions
- Theatre 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 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

Contemporary Practitioners – In Drama, all learners must explore the work of one contemporary playwright, for example, Willy Russell, Jim Cartwright, Mark Haddon, Dennis Kelly, John Godber. Learners should understand the intention of the playwright, the genre of the piece, and have the opportunity to use blocking skills to stage a section.

Creating- All learners must be given the opportunity to use devising 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 three pieces 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.