



PERFORMING ARTS

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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 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 practitioners/theatre 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 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. 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. 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. 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 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 'Frantic Assembly' and

'DV8'. In Drama, learners will explore contemporary plays that have a very clear intention for their work such as *Noughts and Crosses*, adapted by Dominic Cooke for the Royal Shakespeare Company, which focuses on the key themes of racism and social inequality.

Students will extend their understanding of how playwrights may use their work to make social comments, such as can be seen in *'Our Day Out'* by **Willy Russell**. 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 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 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 technique

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:

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 Wheeler, Stephen Mallatratt, David Cullcutt. 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/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.

How does your study of Performing Arts support your study in other subjects?

As a creative subject, Performing Arts involves developing problem solving, communication, group working, analytical and expressive skills that are imperative to achieving success in most other subjects, as well as being life skills that prepare students for their future. Self-expression allows students to explore their identity, and this leads to increased self-confidence and well-being. These skills also have a clear link with other creative subjects such as Music, Art, and Design.

Studying playwrights and scripts has strong links with English Literature and the curriculum is often designed so that the two subjects can mutually support each other with linked projects. Issue based work in Performing Arts exposes students to a range of current and historical events that increase their understanding of the world around them; allowing them to develop their understanding of other cultures and points of view.

Exploring genres from across the World allows students to increase their cultural awareness and understand the way in which the arts can be used to influence social and political viewpoints, as well as inspiring change.

How can you deepen your understanding of Performing Arts?

The Performing Arts department offers lots of great opportunities for students to engage with this fabulous subject during enrichment time. In Year 7 we often engage with other year groups by setting up opportunities for students to view work that has been produced by the older year groups. This experience may include workshops with older learners and opportunities to ask questions about KS4 and KS5 courses. Across Year 7 to 9 students engage in work with professional companies and artists that are brought into the academy to deliver workshops and performances. We have recently worked with Rambert Dance Company, Frantic Assembly Theatre Company and the National Theatre. Learners across Years 7 to 9 also have access to performance enrichment, which gives them the opportunity to participate in the development, rehearsal and performance of material in full scale productions or showcases.

In some cases, the Drama department will collaborate with Music to stage musical theatre performances. This will give the opportunity to experience the exhilaration of performing to an audience and has the added benefit of being a great way to build friendships and have fun. In Years 9-11, we encourage students to attend live performances and will arrange trips to enable this. We also encourage students to take on lead roles within productions, and develop their skills in directing by running enrichment clubs with staff support, or directing smaller scale productions. Throughout all of the year groups, there is also the opportunity to work 'behind the scenes' by joining the production team as part of the lighting, sound, stage management, hair, make-up or costume crew.

In addition to opportunities within the academy, Outwood Grange Academy Trust also organises Trust wide events for our most passionate performers. This is an opportunity to work with other performing arts students from across the Trust on large scale performances with 500+ performers. These events are held at large scale venues such as The West Yorkshire Playhouse or York Barbican and give the opportunity of performing on a large stage in front of family and friends.

How are you assessed in Performing Arts?

Throughout the 5 years Performing Arts course, learners are assessed using the Performing Arts assessment objectives which ensure that students can cumulatively build their subject understanding in preparation for future GCSE/Technical Award and A Level study. In year 7 and 8, assessments are based on a combination of practical workshops, creative work, performance and evaluation. Performance work will be recorded to allow the opportunity for students to review their own work and set appropriate targets for progression. Assessments in KS4 and KS5 will incorporate written work, which will be assessed against the criteria for the chosen specification. There are 6 assessment points each year that we term Praising Stars©. We assess how students at their current stage of study are on track to reach their end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the Performing Arts curriculum. Assessment work is standardised across the Trust to ensure a strong understanding of the age related expectations in Performing Arts.

Key Assessment Objectives

The key Assessment Objectives for Drama are:

Creative

Development of devising techniques to enable the creation of meaningful Drama performance work
Development of dialogue that is appropriate to a role
Understanding of how to stage text in a way that communicates meaning

Performance

Performing drama work with skill and accuracy
Communication of a character using physical vocal expression
Delivering script in a way that communicates meaning

Evaluation

Analysis of strengths and areas for improvement in performance work
Understanding of how skills have been used to enhance the work
Target setting to enable progress going forward

The key Assessment Objectives for Dance are:

Creative

Creation of movements and actions
Use of dynamics within choreography to enhance meaning
Use of pathways and directions within choreography
Use of choreographic devices to create effective performance work

Performance

Performing dance work with accuracy
Use of stylistic qualities in performance
Demonstration of physical skills

Evaluation

Analysis of strengths and areas for improvement in performance work
Understanding of how skills have been used to enhance the work
Target setting to enable progress going forward

How can Performing Arts support your future?

We offer BTEC Tech Award Performing Arts and this provides an excellent opportunity to continue your study of this vibrant subject. This course is designed to develop your performance skills through self-evaluation and improvement tracking, increase your understanding of performance through the viewing and analysis of live theatre, and extend your creative abilities through devising and choreographic tasks. The course prepares students well for the challenges of A-Level or BTEC National Level 3 courses, which can ultimately lead to degree courses in Drama, Dance, Theatre Studies, and Production.

The performing arts industry is a multi-billion pound industry that includes live performance, as well as film, television and events. Students that continue their studies in performing arts can work towards a wide range of careers:

- Actor
- Circus artist
- Dancer
- Director
- Producer
- Screenwriter
- Stage manager
- Choreographer
- Set designer
- Theatre technician
- Sound designer
- Lighting designer
- Stage crew
- Teacher or lecturer
- Drama therapist
- Music therapist
- Dance or movement therapist
- Arts administrator
- Theatre front of house

- Marketing

PERFORMING ARTS CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY ORMESBY

	YEAR 7	YEAR 8	YEAR 10	Year 11
Autumn 1	<p><u>Horror and Melodrama</u></p> <p>Students explore the features of the horrors genre, learning about jump scares, creating tension and building atmosphere and playing characters. Students will begin some of the key skills needed to be successful performers in this first scheme of work.</p>	<p><u>Working with Scripts</u></p> <p>Students develop an understanding of the process undertaken to turn a script into a performance. Students learn how to identify the features of a script and how to use them to develop a performance practically. Students' work will consider how to use stage directions, how to block a scene, how to understand and bring out the playwright's intention for a scene.</p>	<p><u>Unit 1 - Performing</u></p> <p><u>Essential Skills/Content</u></p> <p>In this unit, learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work.</p> <p><u>Assessment</u></p> <p><u>1.1 Research and Rehearsal</u></p> <p>Learners should be aware</p>	<p><u>Unit 2 - Creating</u></p> <p><u>Essential Skills/Content</u></p> <p>In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.</p> <p><u>Assessment</u></p> <p>2.1 Explore and develop</p> <p>Learners should be aware of the following components to explore when responding to a creative brief,</p>

<p>Autumn 2</p>	<p><u>Silent Movie and Mime</u></p> <p>Students explore the Silent Movie genre exploring how precise mime can be used to clearly communicate a story to an audience. Students will study the work of Charlie Chaplin and learn the historical context of the Silent Movie genre as well as the practical skills needed to successfully perform in this style.</p>	<p><u>Our Day Out</u></p> <p>Students explore Willy Russell's play <i>Our Day Out</i> using the play as a way to explore the themes of poverty. Students' exploration of key characters in the play and how these characters develop throughout the narrative help students to develop empathy.</p>	<p>of a range of research required to understand the background to an existing piece such as:</p> <ul style="list-style-type: none"> • the original author/playwright/director and their intentions for the piece • intended mood and style/genre • themes and ideas • performance space • purpose • the relationship between audience and the performer • original target audience • new target audience <p>Learners should know and understand the methods used to plan and learn from rehearsals. This must include:</p> <ul style="list-style-type: none"> • rehearsal schedule • the use of a reflective journal • action planning • rehearsal preparation 	<p>such as:</p> <ul style="list-style-type: none"> • the intended purpose • the intended effect • the intended performance space/occasion • the intended audience • themes and ideas (e.g., consideration of social or historical factors) • the scale of the piece(s) (e.g number of performers) • their own interests and previous experience resources available (e.g., software, physical resources) • different styles and their demands • the work of at least two named practitioners. <p>• Composition: melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre, articulation, scores/lead sheets</p> <p>This assessment is internally assessed and then moderated via a sample</p> <p>The assessment contributes to 30% of the overall qualification</p>
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<p>Spring 1</p>	<p><u>Voice Skills and Radio Plays</u></p> <p>Students will develop an understanding of how to successfully use their voice skills to communicate meaning to an audience. Students will undertake workshops that explore the use of tone, pitch, pauses, articulation, diction and accents. Students will also have an opportunity to learn about Foley Artistry and will create sound effects to fit short radio plays.</p>	<p><u>Noughts and Crosses</u></p> <p>Students will undertake an extended study of a play text, exploring themes of race and power in the play Noughts and Crosses in key scenes within the play. Through studying the key themes in the play students will explore the playwright's intentions for her play and the social and historical context of the play.</p> <p>The thematic exploration of Noughts and Crosses will be combined with an</p>	<p>away from the rehearsal space (learning lines and annotation scripts)</p> <p><u>Unit 1 - Performing</u></p> <p><u>1.2 Performance</u></p> <p>Learners should be able to develop and present the following skills across all performances:</p> <ul style="list-style-type: none"> • accuracy • coordination • communication • control • Interpretation and development of character • use of movement and gesture • clarity of chosen acting style/genre • use of voice • response to text. 	<p><u>Unit 3 - Performing Arts in Practice</u></p> <p><u>Essential Skills/Content</u></p> <p>In this unit students will be planning all aspects of a performing arts event. Learners will respond to a set brief, exploring the different roles in the performing arts industry. Students will gain an understanding of budgeting, production, stage management, lighting and sound design, health and safety, digital marketing and how to pitch to an organisation to gain funding in the performing arts industry.</p>
<p>Spring 2</p>	<p><u>Creating a Character</u></p> <p>Students will create and develop an interesting character throughout this scheme of work as part of a murder mystery. Students will develop a character who is investigating a murder and will use techniques such as hot</p>	<p>introduction to Epic Theatre techniques, such as direct address, multi-role, placards, and the use of symbolic props and costume.</p>	<p><u>1.3 Review and reflect</u></p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • respond to feedback (e.g., from audience, peers, teacher, other 	<p>Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.</p> <p><u>Assessment</u></p>

	<p>seating, improvisation in character, conscience alley and role on the wall. Students will develop their ability to use their characterisation skills for an extended period of time.</p>		<p>professionals)</p> <ul style="list-style-type: none"> • review whether the performance fulfilled its intention. <p>Learners should be able to:</p> <ul style="list-style-type: none"> • identify strengths and areas for future development • create action plans and targets for future performances • refer to professional working practices, including appropriate health and safety. 	<p>This unit is externally assessed through a controlled assessment.</p> <p>Duration: 20 hours controlled assessment</p> <p>Format: Candidates will undertake a series of set tasks that are to be applied to a prescribed context set by WJEC and issued to centres in an assessment pack via the WJEC Secure Website. Individuals can utilise others as part of their practical examples if necessary, as unassessed participants.</p> <p>This assessment contributes 40% to the overall qualification</p>
<p>Summer I</p>	<p><u>Greek Theatre</u></p> <p>Students develop an understanding of the similarities between Ancient Greek Theatre and modern theatre. Students explore the story of Oedipus, as an example of a Greek Tragedy. The</p>	<p><u>Introduction to Shakespeare</u></p> <p>Students explore extracts from a range of Shakespearean plays to develop confidence in understanding and performing Shakespearean language. Students develop</p>	<p><u>Unit 2 - Creating (Mock)</u></p> <p>Students will prepare to undertake the Devised unit of this qualification in Y11 by completing a mock. This mock will teach students how to create devised</p>	

	<p>practical focus is on ensemble work, exploring techniques such as unison and choral speaking working together to become a successful greek chorus.</p>	<p>basic stage combat skills appropriate to the historical context of the plays and students will choreograph and direct scenes working to ensure their performances are understandable for a modern audience.</p>	<p>performance work in response to a brief. Students will consider their creative intentions, target audience and how successfully they create a performance that is suited to the brief. Students will explore devising techniques from practitioners such as The Paper Birds, Kneehigh, Frantic Assembly, Stanislavski and Bertolt Brecht.</p>	
<p>Summer 2</p>	<p><u>Physical Theatre</u></p> <p>Students will explore the Physical Theatre style, focusing on using their bodies and movements to create machinery. Students will use the following techniques, movement, slow motion, rhythm, timing, contact work, status, space, balances and physical characterisation.</p>	<p><u>Devising</u></p> <p>Students explore the process undertaken when creating a devised performance, using a range of stimulus to generate ideas for a performance. Students explore important historic events such as the Grenfell tower disaster developing empathy and understanding of the impact these events have on people and exploring how real stories can be turned into interesting performances.</p>		