



## PERFORMING ARTS

### 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 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 and 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 your 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 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 drunk 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. 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 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.

#### **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 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 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 7/8/9 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 Calcutt. 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.

There are half term assessment points each year that we term Praising Stars©.

<b>PERFORMING ARTS CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY FREESTON</b>					
	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>	<b>YEAR 10</b>	<b>Year 11</b>
<b>Autumn 1</b>	<p><b><u>Macbeth</u></b></p> <p>After 2 introductions to drama lessons year 7 will be learning about the story and relationships that exist within Shakespeare's classic.</p>	<p><b><u>The Missing</u></b></p> <p>Students will explore what happens when a person runs away, what are the causes and what can we do to prevent this in our own lives?</p>	<p><b><u>Exploring Theatre of the Oppressed</u></b></p> <p>Introduction to the theories of Augusto Boal, learning his approach. Students will explore the idea of forum theatre as well as invisible theatre as a way to engage audiences.</p>	<p><b><u>Introduction</u></b></p> <p>Introduction to the Tech Award Performing Arts Course including learning about the grading criteria and requirements of the course.</p> <p>Skill based introduction, alongside baseline assessment task.</p>	<p><b><u>Component 1 and 2 resit</u></b></p> <ul style="list-style-type: none"> <li>• Tech Award Component 1 Project:</li> <li>• Analysis of the musical theatre genre, intentions of the work and roles</li> <li>• Analysis of live performance of DNA</li> <li>• Application of the techniques to piece of dramatic theatre.</li> </ul>
<b>Autumn 2</b>	<p><b><u>Darkwood Manor</u></b></p> <p>Students develop techniques of the mantle of the expert</p>	<p><b><u>Melodrama</u></b></p> <p>Using scripts for the first time students will learn about the</p>	<p><b><u>Teachers</u></b></p> <p>Students will learn the key concepts of performing in the style</p>	<p><b><u>Exploring Genre – Naturalism: Constantin Stanislavski</u></b></p>	

	and in role writing. They will explore problem solving and sound scapes	style of melodrama and will have the opportunity to learn lines and perform to an audience.	of John Godber and will focus on comedy and a mixture of acting styles.	Tech Award Component 1 Project: <ul style="list-style-type: none"> <li>• Analysis of the naturalistic style, intentions of the work and roles</li> <li>• Analysis of live performance of Antigone (national theatre)</li> <li>• Practical exploration of Stanislavski approaches: Emotion memory, hot seating, given circumstances and magic if.</li> <li>• Application of the techniques to a text: 'Teachers' by John Godber.</li> <li>• Create a research report, track their own progress in performance skills and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Create a research report, track their own progress in performance skills and evaluate their performance work.</li> </ul>
<b>Spring 1</b>	<p><b><u>Bullying</u></b></p> <p>STudents will explore bullying through drama and explore the short/medium and long term impacts of bullying in schools.</p>	<p><b><u>Blood Brothers (Script)</u></b></p> <p>Knowledge of the plot, social context, intentions of <b>Willy Russell</b>, and musical theatre style. Practical understanding of characterisation and staging of a section of text</p>	<p><b><u>Hillsborough</u></b></p> <p>Students will use drama skills to explore and analyse the impacts of the hillsborough disaster and show through drama how this impact has and is still being felt.</p>	<ul style="list-style-type: none"> <li>• Create a research report, track their own progress in performance skills and evaluate</li> </ul>	<p><b><u>Tech Award Component 3: Responding to a Brief:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

				their performance work.	
<b>Spring 2</b>	<p><b><u>Slapstick</u></b></p> <p>Students will learn about the fundamental skills used in Slapstick, from modern artists to the original stars of the 20's and 30's.</p>	<p><b><u>Romeo and Juliet</u></b></p> <p>Students explore the story and complex nature of storytelling and relations that never stay the same.</p>	<p><b><u>Greek theatre</u></b></p> <p>Students will understand the origins of theatre through exploration of Greek styles of acting. These will include masks and choral speaking.</p>	<p><b><u>Exploring Genre &amp; Performance – Physical Theatre: Frantic Assembly</u></b></p> <p>Tech Award Component 1/2 Project:</p> <ul style="list-style-type: none"> <li>• Analysis of the physical theatre genre, intentions of the work and roles</li> <li>• Analysis of live performance of 'Things I know to be True'</li> <li>• Practical exploration of Frantic Assembly approaches: Chair Duets, Round By Through and Lifts</li> <li>• Application of the techniques to a</li> </ul>	
<b>Summer 1</b>	<p><b><u>Horror</u></b></p> <p>Year 7 will explore the genre of horror, learning about physicality and jump scares to further develop their journey in drama.</p>	<p><b><u>Physical theatre</u></b></p> <p>Students will use simple ideas to begin using their bodies as tools rather than as people as a form of creative expression.</p>	<p><b><u>Devising</u></b></p> <p>Students will begin their final project which will give them a chance to use the skills learnt throughout the year.</p>		
<b>Summer 2</b>	<p><b><u>Stimulus exploration</u></b></p>	<p><b><u>Theatre practitioners</u></b></p>	<p><b><u>Final performance</u></b></p> <p>Students will be using a stimulus and will devise</p>		

	<p>Students will explore different types of stimuli from a simple picture to a full song, students will then develop their creative thinking to develop a piece of drama.</p>	<p>To finish the year and look into year 9 we will be developing a basic understanding of theatre practitioners. We will be focusing on the big 3! Stanislavski, Brecht and Artaud.</p>	<p>and analyse their performance. This will test the knowledge that students have learnt over the year in readiness for starting the BTEC proper in Year 10.</p>	<p>text: 'Curious Incident of the Dog in the Nighttime' by Simon Stephens</p> <ul style="list-style-type: none"><li>● Create a research report, track their own progress in performance skills and evaluate their performance work.</li></ul>	
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