



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, theatre styles 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 devised drama and 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, 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. As well as analysing a range of text extracts and using their understanding of the plot, characters and style to stage their own version of the text.

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.

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. 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 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 techniques

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

- Playwrights and actors 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 cover the following within their Key Stage 3 curriculum:

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 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 RIVERSIDE		
Lower School	Tech Award Year 1	Tech Award Year 2
<p><u>Intro to drama (Exploring Characterisation)</u> Introduction to key drama skills with a specific focus on characterization skills and the traditional rules of drama including use of space and relationships. Also look into technical theatre and its uses..</p> <p><u>Pantomime (Exploring Style)</u> Use of techniques including still images, thought tracks, movement, narration, to explore the style of pantomime. Develop exaggerated acting techniques to convey the mood and emotion of characters</p> <p><u>Matilda (Drama - Musicals)</u> How to apply physical and vocal techniques to a piece of text. Opportunity to learn and communicate a section of text. Develop skills in performing to an audience</p> <p><u>Simons Story (Bullying)</u> Students develop techniques of mantle of the expert and in role writing. They will explore problem solving and sound scapes</p> <p><u>Silent Movies (Mime)</u> Development of mime and physical skills looking at famous examples such as Charlie Chaplin. Use of music to create atmosphere and enhance the mood of a scene.</p> <p><u>Stimulus (Devising)</u> Introduction to devising from a variety of stimuli, incorporating drama techniques and characterization. Students will have an awareness of how to structure an original performance with imagination.</p> <p><u>Soap Opera (Stage Combat)</u></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><u>Exploring Genre – Naturalism: Constantin Stanislavski</u> Tech Award Component 1 Project:</p> <ul style="list-style-type: none"> • Analysis of the naturalistic style, intentions of the work and roles • Analysis of live performance of Antigone (national theatre) • Practical exploration of Stanislavski approaches: Emotion memory, hot seating, given circumstances and magic if. • Application of the techniques to a text: ‘Teachers’ by John Godber. • Create a research report, track their own progress in performance skills and evaluate their performance work. <p><u>Exploring Genre & Performance – Physical Theatre: Frantic Assembly</u> Tech Award Component 1/2 Project:</p>	<p><u>Exploring Genre – Musical Theatre: Annie</u></p> <ul style="list-style-type: none"> • Tech Award Component 1 Project: • Analysis of the musical theatre genre, intentions of the work and roles • Analysis of live performance of ‘Annie’ • Practical exploration of Musical Theatre, through singing, dancing and acting • Application of the techniques to a musical. • Create a research report, track their own progress in performance skills and evaluate their performance work. <p><u>Tech Award Component 3: Responding to a Brief:</u></p>

Focusing on the plot, key characters, language, and the use of **stage combat** techniques to explore conflict in relationships.

Blood Brothers (Script)

Knowledge of the plot, social context, intentions of **Willy Russell**, and musical theatre style. Practical understanding of characterisation and staging of a section of text

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DNA – (Off text Improvisation)

Knowledge of the plot and themes of the play ‘DNA’ written by Dennis Kelly. Use this as a starting point to devise work in both the naturalistic and abstract style.

Theatre company and Style

Have an appreciation of the different styles of theatre and how the influence of performing companies can influence devising work. Students explore the concept of stimulus, devising around a mature theme.

- Analysis of the physical theatre genre, intentions of the work and roles
- Analysis of live performance of ‘Things I know to be True’
- 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 Nighttime’ by Simon Stephens
- Create a research report, track their own progress in performance skills and evaluate their performance work.

Tech Award Component 2: Performing two extracts from the play ‘Curious Incident of the Dog in the Night-time.’ Working on characterization and staging of these extracts.

- 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