



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 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. In year 7 students will have 1 hour of Dance and in year 8 students will have 1 hour of Drama.

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 year 8 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, they will learn how to create their own choreography using inventive body actions, 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 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 Dance, learners will be exposed to the work of a wide range of professional choreographers and companies. 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 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. 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 workshopping, developing performance material, staging extracts of text 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. 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', 'James Cousins', 'Matthew Bourne' and 'The National Theatre'. 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. In Dance, learners will explore choreographers that use the medium of dance to explore political and social issues in iconic pieces such as 'Coal' by Gary Clarke. Students will extend their understanding of how playwrights may use their work to make social comments, such as can be seen in *Too Much Punch For Judy* by Mark Wheeler. Exploration of all of 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 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.

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

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:

Shakespeare- All students studying Drama will be exposed to a minimum of one Shakespeare text, including the plot, language characters and cultural context. Current options are Romeo and Juliet and Hamlet.

Genre/Style- All students must be exposed to at least one genre/style within their Performing Arts curriculum. For example, Physical Theatre, Naturalism in Drama and Capoeira, Urban and Commercial Dance with Media in Dance. They should develop a practical understanding of the genre, as well as the historical context and key practitioners/choreographers.

In Drama, all learners must explore the work of one contemporary playwright for example, Simon Stephens, Willy Russell (Blood Brothers /Our Day Out), Stephen Mallatrat (The Woman in Black). 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.

PERFORMING ARTS DRAMA CURRICULUM PROGRESSION PATHWAY AT OUTWOOD GRANGE ACADEMY

	YEAR 8 Drama	YEAR 9	YEAR 10	Year 11
Autumn 1	<p><u>Introduction to Drama</u> Introduction to creating drama 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>Introduction to the Tech Award Performing Arts Course</u> An Introduction to learning about the grading criteria and requirements of the course.</p> <p>Skill based introduction, alongside baseline assessment task.</p>	<p><u>Developing Skills in Performing Arts Component 2</u> Students explore a range of different theatrical genres and plays via various playwrights. These could be from the projects in component 1 or new plays. These will be decided depending upon the class. Students have the opportunity to perform a short section of script from each style in initial workshops.</p>	<p><u>Performance exams in Acting</u> 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>
Autumn 2	<p><u>Silent Movies</u> Development of mime and physical skills looking at famous examples such as Charlie Chaplin and Marcel Marceau. Use of music to create atmosphere and enhance the mood of a scene.</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 ‘DNA or Blood Brothers’ • Practical exploration of Stanislavski approaches: Emotion memory, hot seating, given circumstances and magic if. 	<p>Students are then placed in small groups and allocated a 10 minute section of script to block and learn. Students must work as a theatre company to produce an effective interpretation of their script within their chosen style. The pieces are performed to an invited audience.</p> <p>Students also complete a skills audit and track their skills, setting targets for how to improve and analysing their skills journey.</p>	<p><u>Monologue 1</u></p> <ul style="list-style-type: none"> • Skills development • Introduction to Monologue 1 • Rehearsal • Research • Milestone Performance • Applying skills • Rehearsal • Mock Performance • Knowledge tests

		<ul style="list-style-type: none"> • Application of the techniques to a text: 'DNA' by Dennis Kelly • Create a research report, track their own progress in performance skills and evaluate their performance work. 		
Spring 1	<p>Willy Russell Knowledge of the plot, social context, intentions of Our Day Out or Blood Brothers by Willy Russell, Practical understanding of characterisation and blocking and fully staging of a section of text.</p>	<p>Exploring Genre & Performance – Physical Theatre: Frantic Assembly Tech Award Component 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 '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 	<p>Performing to a Brief - Component 3 The exam board provides the students with a performance brief. The students must create a performance for a specific target audience in groups. The performance must;</p> <ul style="list-style-type: none"> • Be between 7 and 15 minutes long • Involve various drama techniques • Have a clear sense of style • Draw on the work of practitioners previously studied • Incorporate costume, props and music. <p>The performance is filmed and sent to the exam board to be externally assessed. Students then perform their piece with lights, sound and costume to an invited audience.</p> <p>Additionally students sit three, one hour computer based exams in response to the devising process and the final performance.</p>	<p>Monologue 2</p> <ul style="list-style-type: none"> • Skills development • Introduction to Monologue 2 • Rehearsal • Research • Milestone Performance • Applying skills • Rehearsal • Mock Performance <p>• Knowledge tests</p> <p>• Practice Interviews</p>
Spring 2	<p>Physical Theatre Introduction to the style and approaches within the genre. Exposure to the work of Frantic Assembly and developing skills through the key exercises they use to devise their work. Opportunity to apply the skills in a devising task.</p>			

		<ul style="list-style-type: none"> • Create a research report, track their own progress in performance skills and evaluate their performance work. 	They are allowed to take a page of notes in for each.	
Summer 1	<p><u>Gothic Horror</u> Use of techniques including still images, thought tracks, movement, narration, to explore the gothic horror of The Woman in Black. Opportunity to apply techniques to create a suspenseful drama.</p>	<p><u>Component 1 - Exploring The Performing Arts</u> <u>Stylised Theatre: Brecht – Theatre In Education</u> Tech Award Component 1 Project:</p> <ul style="list-style-type: none"> • Analysis of the Brechtian genre, intentions of the work and roles • Analysis of live performance of ‘Too Much Punch for Judy’ Practical exploration of Brecht approaches: placards, direct address, stylised movement. • Application of the techniques to the text: • Creation a research report about the play 	<p><u>Creative Curriculum</u> Students take part in a range of activities that will enhance and develop further skills ready for the next stage in their journey – This may be looking at further dramatic devices or studying a theatre company. Students will be creative bringing all of their skills to fruition in a project that encourages creativity and independence.</p>	<p><u>Exam Preparation for Monologue 1 and 2</u></p> <ul style="list-style-type: none"> • Performing Both Monologues • Practice Interviews <p>Students take the Lamda Grade 4 performance exam successfully achieving pass, merit or distinction.</p> <p>Students can now develop their own LAMDA progression by considering Grade 5 or higher.</p>
Summer 2	<p><u>Romeo and Juliet (Shakespeare)</u> Focusing on the plot, key characters, Shakespearean language, and the use of stage combat techniques to explore the conflict between the Montagues and Capulets.</p>			

PERFORMING ARTS CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY - DANCE

	YEAR 7 Dance	YEAR 9	YEAR 10	Year 11
Autumn 1	<p><u>Introduction to dance:</u> Students are to learn the basic elements of dance that will contribute towards creating, replicating and performance. Within this students look at action, space, relationships, devices, health and safety</p>	<p><u>Introduction to the Tech Award Performing Arts Course</u> An Introduction to learning about the grading criteria and requirements of the course.</p> <p>Skill based introduction, alongside baseline assessment task.</p>	<p><u>Developing Skills in Performing Arts Component 2</u> Students explore a range of different dance genres and choreographers via various projects in component 1 or new studies. These will be decided depending upon the class. Students have the opportunity to perform a short section of choreography from each style in initial workshops.</p>	<p><u>BBO Dance</u> Preparation to develop students level of technical proficiency in relation to posture, weight placement, transference of weight, co-ordination of the whole body, control, line, spatial awareness and dynamic values.</p>
Autumn 2	<p><u>Urban Dance</u> An introductory project looking at Urban Dance. By the end of the project students will have an understanding of the different styles Break Dance, Locking, Tutting, Popping and Krumping.</p>	<p><u>Understanding the Performing Arts</u> _Tech Award Component 1 Project: Boy Blue – Emancipation of Expression</p> <ul style="list-style-type: none"> • Understanding the history of the company • assess the choreographic intentions of the piece. • Understanding the key features of the 	<p>Students are then placed in small groups and allocated a 2 minute section of choreography to learn. Students must work to produce an effective interpretation of their choreography within their chosen style. The pieces are performed to an invited audience.</p> <p>Students also complete a skills audit and track their skills, setting targets for how to improve and analysing their skills journey.</p>	

		<p>performance style including costumes, lighting, music and movement styles.</p> <ul style="list-style-type: none"> Assessing the processes that have been used in making the work. 		
Spring 1	<p><u>Capoeira</u> In the project students will learn about the Brazilian form of Dance that originates from the African Slaves as a form of self-defense. Student will learn key moves such as Jinga, Block, push Kick and Circular Kick</p>	<p><u>Understanding the Performing Arts</u> Tech Award Component 1 Project: Rambert - A Linha Curva</p> <ul style="list-style-type: none"> Understanding the history of the company assess the choreographic intentions of the piece. Understanding the key features of the performance style including costumes, lighting, music and movement styles. Assessing the processes that have been used in making the work. 	<p><u>Performing to a Brief - Component 3</u> The exam board provides the students with a performance brief. The students must create a performance for a specific target audience in groups. The performance must;</p> <ul style="list-style-type: none"> Be between 7 and 15 minutes long Involve various drama techniques Have a clear sense of style Draw on the work of practitioners previously studied Incorporate costume, props and music. <p>The performance is filmed and sent to the exam board to be externally assessed. Students then perform their piece with lights, sound and costume to an invited audience.</p>	<p><u>Exam preparation</u> Students introduced to the demands of the exam and practice with teacher guidance and own independence.</p> <ul style="list-style-type: none"> students to be able to dance, throughout the examination, in time to the music and show responsiveness to the music dance with expression and performance quality, although this may not always be sustained verbally respond to basic theory questions asked by the examiner
Spring 2	<p><u>Chain Gang</u> Creation of material around the set theme of a Chain Gang with reference to historical context. Use of dramatic still images form a starting point as students consider working in formations with isolated movements.</p>			

			Additionally students sit three, one hour computer based exams in response to the devising process and the final performance. They are allowed to take a page of notes in for each.	
Summer 1	<p><u>Choreography Task</u> Students will recap term 1 specifically the choreographic devices. Students will then choreograph their own dance material from a series of starting points.</p>	<p><u>Understanding the Performing Arts</u> Tech Award Component 1 Project: Pheonix Dance Theatre – Shadows</p> <ul style="list-style-type: none"> • Understanding the history of the company • assess the choreographic intentions of the piece. • Understanding the key features of the performance style including costumes, lighting, music and movement styles. • Assessing the processes that have been used in making the work. 	<p><u>Creative Curriculum</u> Students take part in a range of activities that will enhance and develop further skills ready for the next stage in their journey – This may be looking at further choreographic devices or studying a theatre company. Students will be creative bringing all of their skills to fruition in a project that encourages creativity and independence. .</p>	<p><u>Examination and celebration</u> Students successfully complete the exam achieving BBO Award in Graded Examination in Dance: Grade 3</p>
Summer 2	<p><u>Music Video</u> In this project students will research and analyse the importance of dance within media. They will create their own music video through IPad software to film, edit and stylise.</p>			