



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.

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 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. They will also look at more contemporary practitioners such as Frantic Assembly, Gecko and The Paper Birds Students and 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. 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' and 'Wise Children'. In Drama, learners will explore playwrights that have a very clear intention for their work such as Dennis Kelly who uses his scripted texts to explore dark issues such as terrorism and gang violence. 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 and devising 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 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, and 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 OUTWOOD ACADEMY HEMSWORTH

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Autumn 1	<p><u>Introduction to Drama (key techniques)</u> Introduction to key drama skills such as: mime, still image, narration, thought aloud. Students also learn how to devise in groups and the basics of an effective performance</p>	<p><u>Stimulus (devising)</u> Students will be introduced to a variety of different genres, incorporating script work and key techniques contained within. Students will begin to have awareness of certain practitioners.</p>	<p><u>Introduction to the Tech Award Performing Arts Course</u> Students will learn about the grading criteria and requirements of the course, as well as completing a skills based introduction, alongside baseline assessment task.</p>	<p><u>Performing to a Brief - Component 2</u> Students explore a range of different theatrical genres and plays via various playwrights; In-Yer-Face-Theatre, Stylised Theatre, Artaudian theatre, Ensemble Theatre. Students have the opportunity to perform a short section of script from each style in initial workshops. 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. Students also complete a skills audit and track their skills, setting targets for how to improve and analysing their skills journey.</p>
Autumn 2	<p><u>Darkwood Manor (physical theatre)</u> Students create drama based around the idea of a haunted house. They explore more stylized techniques like physical theatre, soundscape and split stage.</p>	<p><u>Blood Brothers (script)</u> Students gain knowledge of the plot, social context, intentions of Willy Russell, and elements of a play; subtext, foreshadowing, structure. Also a practical understanding of characterisation and how to stage of a section of text.</p>	<p><u>Component 1 - Exploring The Performing Arts</u> <u>Naturalism: Stanislavski</u> Tech Award Component 1 Project: Analysis of the naturalistic style, intentions of the work and roles Practical exploration of Stanislavski approaches: Emotion memory, hot seating, given circumstances and magic if. Application of the techniques to a text: 'DNA' by Dennis Kelly Creation a research report, about the play</p>	

Spring 1	<u>Soap Opera (naturalistic acting)</u> Students learn the basics of naturalistic acting whilst looking at the genre of Soap Opera and its key features and characters.	<u>Godber (exploring style and texts)</u> Students will explore Godber's style of theatre and its key features; exaggerated characters, direct address, transitions, multirole. They will devise off-text scenes.	<u>Component 1 - Exploring The Performing Arts</u> <u>Physical Theatre: Frantic Assembly</u> Tech Award Component 1 Project: 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' Practical exploration of Frantic Assembly approaches: Chair Duets, Round By Through and Lifts Application of the techniques to the text: Creation a research report about the play	<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; <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. 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. 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.
Spring 2	<u>Fairytales (exploring character)</u> Students learn how to create a character and how to apply physical and vocal techniques to a piece of text. Develop skills in performing to an audience	<u>Commedia (historical drama)</u> Students explore the Italian theatre of Commedia, gaining knowledge of what theatre looked like then, key characters contained and the techniques of; Lazzi, mimicry, grammelot.	<u>Component 1 - Exploring The Performing Arts</u> <u>Stylised Theatre: Brecht</u> Tech Award Component 1 Project: Analysis of the Brechtian genre, intentions of the work and roles Analysis of live performance of 'Noughts and Crosses' Practical exploration of Brecht approaches: placards, direct address, stylised movement. Application of the techniques to the text:	
Summer 1	<u>Melodrama (historical drama)</u> Students look at the development of theatre and focus specifically on melodrama, exploring the key features (aside, dramatic, pause) as well as the stock characters and the exaggerated acting style.	<u>Stimulus (devising)</u> Introduction to devising from a variety of stimuli, incorporating various drama techniques. This will build on work where students are devising work in both the naturalistic and abstract style.		

			Creation a research report about the play	
Summer 2	<u>Romeo and Juliet (Shakespeare)</u> Students focus on the plot, key characters, Shakespearean language, and the use of physical theatre techniques to explore the conflict between the Montagues and Capulets	<u>Horror (exploring of genre and theatre production elements)</u> Students will explore key components of the horror style, different stories and texts and presenting work in various styles. They will also explore the impact lights and music can have on the drama.	<u>Mock Component 3</u> Students undertake a group devised piece in the style of the component 3 exam. They are given a stimulus and then have to use their knowledge or drama and research surrounding stimulus to create an original piece of drama.	<u>Introduction to A level</u> Students will take part in practitioner workshops that give them an insight into the A level course as well as exploring particular elements such as; monologue, devising, duologues and theatrical reviews.