



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.

Learners will also explore their own creative intention and develop their personal performance skills in expressing their thoughts and ideas. 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, physical/vocal expression, timing, flexibility, alignment, and coordination. 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.

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.

Performing Arts will teach students to...

- Apply physical and vocal skills to communicate;
- 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 techniques
- Perform with control, fluency, accuracy and the correct timing
- Use dynamics to emphasise the mood and meaning
- Create effective choreography that has a logical structure and utilises choreographic devices

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
- Performing Arts 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

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 are exposed to the work of professional companies and artists, to aid student's application of skills delivered throughout the course and to give a real world context to the program of study. 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.

It is our long term goal that we will put on a production of a musical every academic year. 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 for our productions.

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 3 or 5 years (if chosen as an option at KS4) 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 the GCSE award. In year 7 - 9 assessments are based on a combination of practical work, 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 will incorporate written work, which will be assessed against the criteria for the chosen specification. There are 3 assessment points each year in Key Stage 3 that we term 'Praising Stars'. In Key Stage 4, there are 5 Praising Stars cycles in both Year 10 and 11. 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.

Specifications taught currently are: GCSE Drama (OCR examination board) and BTEC Tech Award in Performing Arts (Dance) is the chosen course for Dance qualifications, however in the current academic year there is not a cohort taking this course.

How can Performing Arts support your future?

Currently we offer GCSE Drama. This provides an excellent opportunity to continue your study of these subjects. These courses are designed to develop your skills through learning, application, self-evaluation and improvement tracking. The offered courses prepare students for the challenges of A-Level or BTEC National Level 3 courses, which can ultimately lead to degree courses in any of the Performance Art sectors.

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*

- *Sound designer*
- *Lighting designer*
- *Stage crew*
- *Teacher or lecturer*
- *Drama therapist*

- *Choreographer*
- *Set designer*
- *Theatre technician*

- *Arts administrator*
- *Theatre front of house*
- *Marketing*

PERFORMING ARTS CURRICULUM PROGRESSION PATHWAY

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	Year 11
Half Term 1	<p>Ricky Brown</p> <p>In this unit students will be introduced to drama, through performance and devising. they will use a stimulus to learn basic strategies in order to begin to develop their drama skills. We will focus on the use of still images and transitions. Role play; focusing on clear starts and finishes, characterisation and the 5 key questions. Students will use hot seating to explore characters and begin to develop vocal and physical characterisation.</p>	<p>1968</p> <p>In this unit, students will use famous historical events around and including 1968. For example: First class post, the first heart transplant, Martin Luther King Jr assassinated, the Big Mac comes to McDonalds, the first inter-racial kiss airs on television, the 'Black Power Salute' (Olympic Games); Apollo 8 orbits the Moon; Oliver the musical, Hippies; the Vietnam war and The Beatles - White album.</p> <p>Students will use still images, montages, role play and slow motion to display their skills.</p>	<p>World war I</p> <p>In this unit students are able to devise work that focuses on using different strategies to show World war one. They use slow motion to reenact the battle in the trenches, role play and split to look at the soldiers lives and the impact on the home front. Students develop their characterisation, consider the use of emotion within this. Students are able to find ways of performing WWI in an open space. Students are introduced to the play 'Oh what a Lovely War,' in which they will perform various scenes continually developing their performance skills.</p>	<p>GCSE Unit 1 Devising 9.11</p> <p>Students will be introduced to the GCSE course. They will begin the course focusing on devising. Students will work from a stimulus, building on their skills from year 9. They will devise scenes together to create a full piece of drama performance. Students will develop their performance skills to be able to create work using a variety of explorative strategies to support. They will be assessed using the unit 1 criteria. Students will use a variety of scripted works to complete short scenes, duologues and monologues.</p>	<p>Unit 3 scripted works</p> <p>Students will take the opportunity to work with a variety of scripted works in preparation for their Unit 3 performance examination. They will experiment with different roles and group sizes to help inform their final decision.</p> <p>Students will revisit Blood Brothers: They will develop skills in analysing and evaluating the play, using both practical and theoretical methods to help with their understanding. they will consider the use of lighting and accompaniment and how this contributes to the overall effect.</p>
Half Term 2	Evacuation	Teachers	Blood Brothers	Unit 1: Devising Ruth Ellis	Unit 4

	<p>In this unit, students will use WW2 as a stimulus to develop skills within Drama and Dance. Specifically, they will be able to understand the context surrounding the idea/concept of 'Evacuation'. What does it mean and why was it put in place? To think more about your characterisation techniques; both vocally and physically when it comes to performing in-role as these people. To use facts & historical context in order to influence the style/type of character that you create.</p>	<p>In this unit, students will look at stereotypes, multi-roling and comedy. Within a fictitious setting, students will look at the stereotypical characters of students (geeks, chavs, bullies, etc.) and teachers by their subject (PE, Maths, etc.). Students will work in groups developing two scenes in which they are first a student and then a teacher. Students will be regularly assessed based on their understanding of character, use of vocals and use of physicality.</p>	<p>Students will explore the play text Blood Brothers. Students will develop their skills in analysing and evaluating a text script. They will look at how to contrast characters and play roles of different ages. Students will add comedy to their pieces working in duologues throughout. Students will continue to develop their performance skills throughout this unit.</p>	<p>Students will further develop devising ideas being guided to create their own works. Students will direct and perform in their pieces making decisions on how their devised piece will be created. Their performance skills will continue to develop focusing on the creation of characters and contrast through multi roles. Links will be made to different practitioners to develop pupils' understanding of different styles of theatre. Students will continue to develop their use of strategies using the previous work as a guide and a model.</p>	<p>Pupils will continue to expand on their Blood Brothers knowledge. They will focus on the use of costume and staging and how this contributes to the overall effect.</p> <p>Students will narrow down their script choices in preparation for the unit 3 examination.</p>
<p>Half Term 3</p>	<p>The mysterious case of Jo In this unit, students look at a story with a mystery. Using numerous starting points, they will continue to develop physical and vocal skills, as well as looking at 'physical theatre' and all that that entails. Specifically, students will: Develop the use of vocal and physical characterization to take on a variety of characters. Understand the basics of your new scheme of work; what are</p>	<p>Social Media Students will explore the impact of social media, how this can affect lives both positively and negatively. Students will then explore how social media can be represented in a drama performance, developing ideas for devising and performing.</p> <p>They will understand and use abstract techniques to show the media in performance.</p>	<p>Hillsborough Students will use this historical event to research and gain an in-depth understanding. they will then begin to devise work associated with this stimulus guided by the teacher. This will result in a class piece being performed and an opportunity to perform in front of an audience if they wish.</p> <p>Students will continue to develop the use of explorative</p>	<p>Unit 1 Introduction to material Students will continue to build skills in devising.</p> <p>Students will develop their skills in responding to stimulus to prepare for the unit 1 examination. Students will work in groups to develop ideas and with guidance, devising pieces of drama that use a variety of explorative strategies, are creative and</p>	<p>Unit 3 examination Students will prepare a short written explanation of their chosen script. This term they will be examined on their performance of this by an external examiner.</p>

	<p>the 'Given Circumstances' within the story and why these are important? Think a little more about developing your abilities in sustaining a character within a piece of whole group drama and individual, group based performance.</p>		<p>strategies taught throughout KS3 and their performance skills in preparation for gCSE drama.</p>	<p>imaginative and show a sophisticated approach. Students' performance skills will continue to develop throughout this process.</p> <p>Students will learn to evaluate this process in detail, analysing each step and being able to talk about improvements and changes to their piece Unit 4: Students will view live performance developing skills in analysis and evaluating through the study of costume, lighting, staging, accompaniment and acting skills.</p>	
<p>Half Term 4</p>	<p>Aberfan In this unit, students use the stimulus of the disaster in the Welsh village of Aberfan in 1966. The specific skill focus is 'still images' and 'slow motion'. Students learn how to develop still images using a variety of starting points. They should be able to develop their physical skills by using facial expression, gait, body language, gestures and stance/posture. They should be able to develop their vocal skills by using tone,</p>	<p>Craig and Bentley Students will use an historical event as a stimulus. They will research and explore the story of Craig and Bentley looking at how we develop drama from this. They will understand and form opinions on capital punishment reenacting a story using sensitive ways of approaching a story in drama. They will develop a courtroom scene looking at non naturalistic ways of presenting this with a small cast. Stducest</p>	<p>Knife Crime/Physical Theatre Students will explore knife crime and specifically the effects this has on communities, families and individuals. How people are pulled into this crime and how we ensure this is not us.</p> <p>This is then used to develop drama scenes focusing around what we have learnt, considering the sensitivity of the theme and how this can be</p>	<p>Unit 1 examination Students will begin to complete the devising process for the final examination. Students will select the stimulus they wish to develop. This exam is internally assessed and will be marked this term. Students will produce a portfolio of work that evaluates and analyses the process of devising.</p>	<p>Unit 4 Students will begin to evaluate a live performance that they have seen. This will form part of the written examination. They will evaluate the intention of the piece. They will take into consider all aspects of the performance they have seen including the directing. Preparation for Unit 4 exam</p> <p>Students will continue to develop their understanding of the chosen text as well as their understanding of the live</p>
<p>Half Term 5</p>					

	<p>volume, pitch, pace, accent and emphasis.</p>	<p>will also explore the use of script, building on previous experience. They will focus on the use of spacing and proxemics, setting out a scene in the drama space.</p>	<p>effectively communicated to the audience.</p> <p>The use of explorative strategies and drama performance skills are closely evaluated.</p>		<p>performance. Students will revise material already visited.</p>
<p>Half Term 6</p>	<p>Fairy Tales</p> <p>In this unit, students look at ways of turning traditional fairy tales into fully fledged pieces of Drama. Students look at developing their skills through role play, vocal (tone, volume, pitch, pace, accent and emphasis) and physical characterisation through facial expression and how they can over-emphasise a character.</p>	<p>Reactions to Stimuli</p> <p>Students will explore various stimuli and the way in which we can devise from a starting point. Students will devise opening scenes and consider how we 'hook' an audience. They will begin to evaluate the intention for audience. Throughout this week unit emphasis will also be put on the development of vocal and physical characterisation.</p>	<p>Scripts and Performance</p> <p>Students will be given opportunities to work on different scripts and play texts. The text will support their understanding of play texts used in English whilst developing their physical characterisation and staging. Students will have an opportunity to costume and use lighting to communicate their intention.</p>	<p>Unit 1 and Unit2</p> <p>Students will perform their piece for examination and complete their portfolio of work alongside this. Students will be expected to spend some of their own time working on this both practically after school and at home on their research and portfolio.</p>	