



PERFORMING ARTS

Performing Arts (Drama)

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.

Performing Arts Drama GCSE

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. Assessments in KS4 will incorporate written work, which will be assessed against the criteria for the chosen specification. There are assessment points each year in Key Stage 3 and 4 that we term 'Praising Stars'. 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)

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*
- *Choreographer*
- *Set designer*

- *Sound designer*
- *Lighting designer*
- *Stage crew*
- *Teacher or lecturer*
- *Drama therapist*
- *Arts administrator*
- *Theatre front of house*
- *Marketing*

- Theatre technician

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. Students will use still images, montages, role play and slow motion to display their skills.</p>	<p>World war 1</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>Introduction to GCSE Drama</p> <p>9.1.1</p> <p>Using this as a stimulus to devise and create a performance piece for an audience.</p> <p>Development of characterisation through Vocal and Physical changes.</p> <p>Using different explorative strategies to present work focusing on Role play, Slow motion, Cross Cutting and Still images and Physical Theatre.</p> <p>Building on the knowledge from KS3 and developing the way to use these strategies.</p>	<p>Developing Understanding</p> <p>Learners will complete their portfolio work for unit 1. they will evaluate and analyse the previous performance. Students will be able to confidently talk through the process.</p> <p>Learners will use script to develop their performance skills further, performing both Monologues and Duologues.</p> <p>Students will further develop their understanding of a set play text.</p> <p>Students will develop understanding of lighting,</p>

				<p>Understanding how to perform for an audience.</p> <p>Adding emotion to a piece.</p> <p>Interpreting a script.</p> <p>Learning lines and directed plays. Using performance skills to perform a scene.</p> <p>Students will develop skills in evaluating and understanding play scripts.</p>	<p>costume and sound in a play text.</p> <p>Students will explore a variety of play texts from different genres and eras</p>
Half Term 2	<p>Evacuation</p> <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</p>	<p>'Teachers'</p> <p>In this unit, students study the play 'Teachers' by John Godber. 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</p>	<p>Blood Brothers</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>Script 'Mother Figure'</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.</p> <p>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</p>	<p>Unit 2 preparation</p> <p>Unit 3 Live performance</p> <p>Students will continue to explore different play texts in preparation for their unit 2 examination.</p> <p>Play texts will be taken from a variety of genres and styles to allow students to explore both monologues, duologues and group pieces.</p> <p>Students will evaluate a live performance. They will learn skills and techniques of</p>

	to influence the style/type of character that you create.	understanding of character, use of vocals and use of physicality. They will perform scenes from the play taking on the characters and using Multi Role.	Throughout this units students will begin to evaluate the use of set, lighting and accompaniment to communicate an intention and create an atmosphere.	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.	analysing and evaluating the performance learning about the set, lighting, costume, accompaniment and acting.
Half Term 3	<p>The mysterious case of Jo</p> <p>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 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</p>	<p>Social Media</p> <p>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</p> <p>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 strategies taught throughout KS3 and their performance skills in preparation for GCSE drama.</p>	<p>Devising a Scene for Assessment</p> <p>Learners will continue to develop their skills in performing and devising. Students will work from a given stimulus developing their skills in the process of devising to create a group piece. This will act as a mock assessment for their final piece.</p> <p>Students will continue to build on their performance skills using multi role throughout the piece to develop their physical and vocal skills further.</p> <p>Students will develop transition techniques in</p>	<p>Performance Development</p> <p>Students will further develop their skills in performing scripted work. Preparing 2 scripted extracts for Unit 2 examination.</p> <p>Students will continue to develop their understanding of the chosen play for unit 3. Students will further their skills in evaluating and analysing.</p>

	individual, group based performance.			order to create detailed pieces with various scenes. Learners will evaluate and review the devising process. Learners will use script to develop their performance skills further, performing both Monologues and Duologues.	
Half Term 4	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, volume, pitch, pace, accent and emphasis.	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	Hillsborough Performance And assessment Students will develop their scenes to create one piece as a world class. This will be led by the teacher as the director. Students will perform the piece as a whole class which will run as an entire performance.	Unit 1: Developing and devising from a stimulus Students continue to prepare for their devising exam by devising from a range of stimuli, developing opening and closing scenes. Students are then introduced to their set Stimuli for their final pieces. Students will explore and evaluate the play 'Blood Brothers' building on prior knowledge from KS3. Students will consider vocal and Physical characterisation	Written Examination Students will prepare and revise for the written examination. Students will evaluate a live performance taking into account lighting, accompaniment, Costume, set and the actors delivery. Students will revisit Blood Brothers, evaluating and analysing the play. Students will revisit exam techniques in preparation for the written exam.

		cast. Students 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.		considering the intention of the actors.	
Half Term 5	<p>Final Assessment and Performance of Aberfan</p> <p>Students will work to create a final piece for performance. This will take the form of a news report in which previous devised scenes will be incorporated.</p> <p>Pieces will be performed for assessment.</p>	<p>Final assessment and Performance of Craig and Bentley</p> <p>Students will work to create a final piece for performance. This will take the form of a Courtroom in which previous devised scenes will be incorporated.</p> <p>Pieces will be performed for assessment.</p>	<p>Physical Theatre</p> <p>Students will explore the use of physical theatre, building on prior knowledge of this.</p> <p>Students will explore movement, particularly how to create props and set.</p> <p>Students will learn how to stage fight and perform this within a role play.</p>	<p>Unit 1 Preparation and assessment</p> <p>During this term groups will prepare their devising pieces for examination at the end of this term. Students will complete their practical performance that will count towards their final GCSE mark.</p> <p>Students will begin to develop skills in evaluating and analysing live performance developing their vocabulary.</p>	<p>Exam Preparation</p> <p>Unit 3 continued preparation for the external written examination. Analysing and evaluating a play text and a live theatre performance.</p>
Half Term 6	<p>Fairy Tales</p> <p>In this unit, students look at ways of turning traditional fairy tales into fully fledged pieces of Drama. Students</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</p>	<p>Knife Crime</p> <p>Students will explore knife crime and specifically the effects this has on communities, families and</p>	<p>Final Exam and portfolio</p> <p>Students perform their final pieces and complete their portfolios for submission.</p>	

	<p>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>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>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 effectively communicated to the audience.</p> <p>The use of explorative strategies and drama performance skills are closely evaluated.</p>		
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