



## 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 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 and devising . In Drama, they will also learn all of the basic drama techniques to create their unique work including still images, thought tracks, narration, blocking, split staging and movement devices. 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 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. 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 'Complicite'. 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 current issues such as bullying and peer pressure. 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, devising and improvised performances.

#### 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

### **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 engage in work with professional companies and artists that are brought into the academy to deliver workshops and performances. We have recently worked with Frantic Assembly and the National Theatre. Learners across 7-10 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.

In some cases, the Drama department will collaborate with Dance and Music to stage musical theatre performances. 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 & 10, 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.

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 5 or 7 years 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 future GCSE/Technical Award and A Level study. In year 7 and 8, assessments are based on a combination of practical workshops, creative work, performance and evaluation. Performance work is often recorded to allow the opportunity for students review their own work and set appropriate targets for progression. Assessments in KS4 and KS5 will incorporate written work, which will be assessed against the criteria for the chosen specification. There are 6 assessment points each year 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.

## **Key Assessment Objectives**

**The key assessment Objectives for Drama are:**

### **Creative**

Development of devising techniques to enable the creation of meaningful Drama performance work

Development of dialogue that is appropriate to a role

Understanding of how to stage text in a way that communicates meaning

### **Performance**

Performing drama work with skill and accuracy

Communication of a character using physical vocal expression

Delivering script in a way that communicates meaning

### **Evaluation**

Analysis of strengths and areas for improvement in performance work

Understanding of how skills have been used to enhance the work

Target setting to enable progress going forward

### **How can Performing Arts support your future?**

We offer GCSE Drama (9-1) and this provides an excellent opportunity. This course is designed to develop your performance skills through study of key texts and practitioners. You will also increase your understanding of theatre production through the viewing and analysis of live theatre, and extend your creative abilities through devising tasks. The course prepares students well for the challenges of an A-Level course, which can ultimately lead to degree courses in Drama, Theatre Studies, and Theatre Production.

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
- Theatre technician
- Sound designer
- Lighting designer
- Stage crew
- Teacher or lecturer
- Drama therapist
- Music therapist
- Dance or movement therapist
- Arts administrator
- Theatre front of house
- Marketing



## PERFORMING ARTS CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY BYDALES

Years 7, 8 & 9	GCSE Year 1	GCSE Year 2
<p><b><u>Introduction to drama (Exploring Characterisation)</u></b> Introduction to key drama skills with a specific focus on characterization skills and the traditional rules of drama including use of space and relationships. Students explore key skills and techniques using Fairytales as a starting point, and aim to master the techniques Still Image, Thought Track and Narration.</p> <p><b><u>Mime/Silent Movies (Exaggeration and Physicality)</u></b> Students will develop skills within the genre of mime, and will respond to music within a performance. They will study famous figures such as <b>Charlie Chaplin</b> and the <b>Marx Brothers</b> and enhance their exaggeration and physicality skills.</p> <p><b><u>Macbeth (Drama Techniques)</u></b> Develop use of drama techniques, exploring the plot of Macbeth. To be able to apply characterisation techniques to themes within the play. Students should use their knowledge of devising to explore off text and incorporate drama techniques such as Narration, Slow Motion and Split Staging.</p> <p><b><u>Terrible Fate of Humpty Dumpty -</u></b> Students will look at and understand the format of a play script and learn to apply physical and vocal techniques and apply them to a piece of text.</p> <p><b><u>Matilda (Drama - Musicals)</u></b> How to apply <b>physical</b> and <b>vocal</b> techniques to a piece of text. Opportunity to learn and communicate a section of text. Develop skills in performing to an audience</p> <p><b><u>Matilda (Drama - Musicals)</u></b> Develop skills in performing to an audience. Students will also look at performing sections from a song <b>with basic choreography and singing</b></p> <p><b><u>Exploring style (Devising)</u></b> Students will explore different performance styles in isolated workshop lessons, building an appreciation of the style and obtaining new performance skills. Styles include:</p> <ul style="list-style-type: none"> <li>- Naturalism</li> <li>- Abstract (Brecht)</li> </ul>	<p>Introduction to the GCSE Drama Course including learning about the grading criteria and requirements of the course.</p> <p>Students begin with skill based workshops, aiming to increase their bank of knowledge relation to Drama Techniques and how to apply them.</p> <p><b><u>Devised Theatre</u></b></p> <p>Students will look at a variety of stimuli and work on creating original work, incorporating drama techniques and performance devices.</p> <p><b><u>Introduction of Key Practitioners</u></b></p> <p>Students will explore a range of theatre styles and look at a wide range of practitioners including Paper Birds, Punchdrunk and Frantic Assembly. They will understand how these practitioners use their techniques to create an engaging performance for their audiences. This will prepare them for a mock of Component 1 - Devising.</p> <p><b><u>Devising</u></b> Students will complete a mock of the Devising Unit of the GCSE course. They will be provided with multiple stimuli to choose from and be asked to create an original piece of drama that fits a given</p>	<p><b><u>Component 1: Devising Drama</u></b> The exam board will provide an exam paper which has a choice of stimuli. Students will be asked to choose one and as a result create an original performance in groups. Students will submit a detailed portfolio, detailing their initial ideas and research as it has developed from page to stage.</p> <p><b><u>Component 2: Presenting and Performing Texts</u></b></p> <p>Students will perform two extracts of a set text either as a solo performer or in a group of up to 6. This component is assessed by a visiting examiner and is looking primarily at their performance skills.</p> <p><b><u>Component 3: Drama: Performance &amp; Response</u></b></p> <p>Component 3 of the course is a written exam made up of two sections. Section A: Students will be asked set questions surrounding the play that have studied in the 'Text Exploration' section of the course.</p>

- Immersive theatre
- TIE
- Pantomime
- Physical Theatre
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**London Riots(Stage Combat)**

Focusing on devising, using The London Riots as a Stimuli. Students will understand how to create theatre using real life events, looking at Paper Bird and Verbatim Theatre. Students will also look at Stage Combat, and how to apply movement to a performance to enhance the mood/impact.

**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.

**DNA – (Off text Improvisation & Exploration of Style)**

Knowledge of the plot and themes of the play ‘DNA’ written by Dennis Kelly. Students will explore the power status of each of the characters, through performance of extracts and devised performances.

Students will explore naturalism and the acting techniques of Stanislavski.

brief. Students will also create a portfolio of ideas and research to support their performance.

**Text Exploration**

Students will complete an in depth study of the work of a professional playwright, looking at the themes, characters, social context and production elements of the performance. Students will be given the opportunity to see a live/ pre-corded copy of this production. This study will continue in Year 10 as to prepare students for the GCSE written Paper.

**Presenting & Performing - Mock Exam**

Students will study a text, and perform two extracts from that text either as a solo performance or in groups. Students will complete a mock performance to assess their practical skills, in preparation for the real exam to be completed in Year 10.

Students will also look in depth at a Live Theatre production, different to the one explored in Text Exploration. They will analyse and evaluate the performances technical elements for example the use of lighting, costume and staging.

**Component 3: Section B**

This section asks the students to analyse/evaluate a performance they have seen as part of the GCSE Drama course. They will also be tested on theatrical knowledge and use of subject specific terminology.