



## 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 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. 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 'DV8'. 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.

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.

### **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, 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 Cullitt. 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 CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY NORMANBY**

Lower School	GCSE Drama Year 1	GCSE Drama Year 2
<p align="center"><b>Intro to Drama</b> <b>The 5 Cs and key drama strategies.</b> Students are introduced to the 5Cs that underpin all effective drama (Co-operation, Concentration, Confidence, Communication and Creativity) and are given a basic introduction to key drama strategies</p> <p align="center"><b>Evacuees</b> Exploring WW2 Evacuees through using a range of drama strategies such as characterisation and role play.</p> <p align="center"><b>“All the World’s a Stage”</b> Students will explore key scenes from Shakespeare texts. The key focus will be on language, structure and tone as well as relationships between characters.</p> <p align="center"><b>No Conflict, No Drama</b> Students will explore the theme of ‘Conflict’ using a range of stimuli. Students will explore how to build up dramatic tension using proxemics.</p> <p align="center"><b>Roald Dahl</b> Explore characterisation through the works of Roald Dahl. Focus will be on comic and grotesque characters.</p> <p align="center"><b>Aberfan</b> Students will explore the tragic events in 1966 using role-play, monologue, narration and silent theatre.</p> <p align="center"><b>Oliver</b> Students will study ‘Oliver’ from the perspective of a Director, Actor and Designer.</p> <p align="center"><b>Real-life Stories (devising/scripted)</b> Students will devise their own work which stems from a variety of stimuli/scripts such as Craig and Bentley and Missing Dan Nolan. Students will explore historical context and develop characterisation techniques.</p>	<p>Introduction to the <b>OCR GCSE Drama Course</b> including learning about the grading criteria and requirements of the course.</p> <p>Skill based introduction, alongside baseline monologue assessment task.</p> <p align="center"><b>Devising Drama: (Component 01/02)</b></p> <p>Preparation for GCSE Component 01/02:</p> <ul style="list-style-type: none"> <li>• Practical exploration of a range of stimulus.</li> <li>• Explore with structure, form, style and genre.</li> <li>• Students will understand the importance of research and the impact it can have on a performance.</li> <li>• Select one stimulus for their final performance and portfolio assessment.</li> </ul>	<p align="center"><b>Presenting and Performing Texts (Component 03)</b></p> <ul style="list-style-type: none"> <li>• Students will begin exploring extracts from selected plays.</li> <li>• Working on characterisation, staging and understanding the meaning and creative intention of each scene.</li> <li>• Complete a Concept pro forma: Research and interpreting the text.</li> </ul> <p align="center"><b>Presenting and Performing Texts (Component 03)</b></p> <ul style="list-style-type: none"> <li>• Students will select their final choices for assessment and rehearse in preparation for the visiting examiner.</li> </ul>

### **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.

### **Responding to Stimulus - 1**

Learners will work together to create an original devised piece. Students will have an awareness of how to structure an original performance with imagination and creativity, applying skills gained throughout the academic year.

### **Hillsborough**

Students will devise their own work based around the Hillsborough disaster. Exploring structure and form.

### **Teachers**

Students explore the concept of physical theatre, and develop an understanding of practitioner theory. Learners will experiment with strategies used in the work of John Godber.

### **Verbatim**

Students explore the concept of Verbatim theatre, and develop an understanding of this style of theatre.

### **Responding to Stimulus - 2**

Learners will work together to create an original devised piece. Students will have an awareness of how to structure an original performance with imagination and creativity, applying skills gained throughout the academic year.

### **Presenting and Performing Texts**

Have an appreciation of the different styles of theatre and how the influence of performing companies can influence devising work. Students explore the concept of stimulus, devising around a mature theme.

### **Performance and Response (Component 04)**

- Students will learn how to reflect on and evaluate the work of others.
- Students will explore their Set Text (Blood Brothers by Willy Russell) practically and through in-depth written tasks.
- Analysis of live performance of 'Noughts and Crosses'

### **Devising Drama: (Component 01/02)**

- Select one stimulus for their final performance and portfolio assessment.

### **Performance and Response (Component 04)**

Preparation for GCSE Component 04 - Written Exam:

- Students will continue to explore their set text both practically and through in-depth written tasks.
- Learners continue to develop an understanding of how to analyse and evaluate the work of others.