



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. Drama makes up a higher percentage of the timetable at KS3/4 at this time and Dance will grow within the future.

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, cross cutting 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, Brecht and Frantic Assembly, 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 throughout students' lessons. Drama explores a variety of texts and uses these as a foundation for devising and exploring characters and narratives. We also aim to have cross curricular links with Geography, History and English, to enable students to explore topics practically and creatively.

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 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 has many transferable skills that enable students to be successful in other subjects and outside of the classroom.

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

What will learners know and understand from their study of Performing Arts?

- 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 key stage 3 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.

Students explore devising and learning scripts. Students will work with different peers each lesson in order to build relationships and avoid creating similar standard work each week. Challenges are important.


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 - All learners should expect to perform at some point in a half term in order to build confidence and showcase work, whilst being supportive to peers.

KS3 (Y7 – 9)			KS4 (Y10-Y11)
<p><u>Intro to Drama</u> Focusing on skills including mime, still images, thought tracks, physical theatre, split stage and narration as well as</p>	<p><u>Genres</u> Introduction to various theatre styles; physical, absurd, expressionism, farce accumulating in a performance involving various styles. Linking</p>	<p><u>Comedy</u> Focusing on playwright John Godber and his scripts: Shakers and bouncers. Building on elements of scripts, applying</p>	<p>Three units are covered during the course. Component 1 (C1): Exploring the Performing Arts Component 2 (C2): Developing skills and techniques for Performance. Component 3 (C3): Responding to a Brief.</p>

developing confidence and teamwork throughout.	to Component Two at GCSE levels, exploring styles and key features.	exaggeration to a performance and building confidence.	Lessons will be a range of practical and theory. There will be a range of group and individual work which maximises opportunities for students to develop skills and deepen understanding of various acting styles and practitioners.	
<u>Melodrama</u> Understanding of the genre, history of the style, stock characters, stock gestures, speaking an 'aside', and applying techniques to a piece of script.	<u>War</u> Introduction to the idea of stylised theatre with the exploration of direct address, choral speaking and synchronised movement. Focus on cultural capital and exploring life in the trenches, creating an atmosphere.	<u>Exploring Styles and Practitioners</u> Establishing group cohesion, workshops on various theatre styles (Naturalism, theatre of cruelty, stylised and physical. They will look at practitioners and demonstrate their knowledge of each style.	<u>Component One: Exploring the Performing Arts</u> <ul style="list-style-type: none"> ● Students are given a theme. ● Exploring three styles of theatre and practitioners. ● Creating a written log of their research and exploration. ● Practical Workshops focusing on the style. ● Live theatre performances. 	<u>Component Three: Responding to a Brief</u> <ul style="list-style-type: none"> ● Students are given a brief and stimulus for their devised work. ● Keeping an ongoing journal/notes about the process. ● Three formal assessment points on: Ideas, Skills and an Evaluation. ● Live Performance to an audience. (Options to focus on design elements) ● Rehearsals and workshops to devise a piece.
<u>Shakespeare</u> Exploration of the plot of Macbeth, understanding Shakespearean language and exploring themes of the supernatural practically. Developing exaggeration and interpretation of characters.	<u>Tension/Horror</u> Exploration of tension and horror exploring the history of horror and how tension is created. Students are introduced to immersive theatre and the practitioner Antonin Artaud. Focus upon how lights and music help to create atmosphere.	<u>DNA - Dennis Kelly</u> Knowledge of the plot, social context, intentions of Kelly. Practical understanding of characterisation and staging sections of text. Exploration of staging scenes in a range of styles.	<u>Component Two: Developing Skills and Techniques for Performance</u> <ul style="list-style-type: none"> ● Exploring styles of theatre. ● Live performance to an audience (Options for Design Elements) 	
<u>Script Work</u> Exploration of drama conventions, applying those physical and vocal techniques	<u>Shakespeare</u> Building on Year 7 Shakespeare unit. Focusing on the use of prologue, Shakespearean	<u>Physical Theatre</u> Students will look at the genre of Physical Theatre and the work of famous physical		

<p>to a piece of script. Developing characterisation work from melodrama and Macbeth to bring a fictional character to life, focusing on Roald Dahl's Matilda.</p>	<p>language and rhythms, introduction to stage combat techniques to explore relationships.</p>	<p>theatre companies; Frantic Assembly, Dv8 and Gecko. Students will create various pieces of paired and group work in the physical theatre style.</p>	<ul style="list-style-type: none"> ● Students will be given a theme. ● Workshops on characterisation and style. ● Rehearsals for extract of script. ● Written log of progress throughout the component. 	
<p><u>Verbatim Theatre</u> Local historical links focusing on Evacuees, using creative improvisations through naturalism and verbatim theatre to create empathy. Developing skills from Half term one to create a performance.</p>	<p><u>Story-telling</u> Script Blood Brothers: Techniques for line learning and performing script extracts for an audience, improvisation tasks, off script improvisations and Brechtian Work.</p>	<p><u>Devising</u> Devising - this unit is a topical unit linking to topical issues such as BLM. Exploring stylised theatre, naturalistic, the process of creating work linking to component 3 at GCSE level. They will research and create performances with a target audience and practitioner influence.</p>		
<p><u>Titanic</u> Applying previous drama conventions to a script, exploring characters and social status, developing physical theatre and applying techniques and skills to a performance.</p>	<p><u>Issue Based Drama</u> The students will focus on the Verbatim story of Derek Bentley, problem solving what is right or wrong. Utilising skills developing throughout year 7 and 8 to build tension and create a realistic performance.</p>	<p><u>Staging a Scene</u> Exploration of various pieces of texts in small groups and how to successfully perform a scripted scene. Students will explore a range of professionals who are involved in staging a production; Costume designer, lighting</p>		

		technicians, directors and actors. Students will learn to stage their own section of a script.		
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