



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. Dance makes up a higher percentage of the timetable at KS3/4 at this time and Drama will grow within the future. Drama is currently studied more heavily in Year 9.

Performance studies will encourage students to express their personal views within group work and through the creative choices they make about their 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 multi role, 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 Dance, learners will explore a number of professional theatre practitioners particularly during KS4, which will extend their understanding of acting approaches and the creative process. Learners will practically explore the techniques of professionals such as Bob Fosse, and apply performance techniques in a range of scripted, devising and improvised performances. 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 Maths, History and English to enable students to explore topics practically and creatively using counting, reading and exploring different cultures.

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 and Dance both have 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

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 utilises 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 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: Text- All students studying Drama must be exposed to a minimum of one text, on that includes 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 half term 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 of themselves and others.

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.

Year 7 Dance	Year 8 Dance	Year 9 Drama
<p>Musicals- The Greatest Showman PROP WORK Students explore the use of props within dance discussing safety aspects. Work around how props enhance performance. Students are beginning to work on movement memory.</p>	<p>Balletboyz Youngmen SOW- Students begin to explore floor work, and interpret important themes (e.g war for Remembrance Day) Students work on skills including stamina and control.</p>	<p>Drama Skills Introduction- CoOperation, Creativity, Communication, Concentration. Tasks in relation to these skills to understand why they are important within the subject.</p>
<p>Music Video- Introduction to key dance skills such as stamina and accuracy exploring different music videos relevant and current within modern day. Videos generally include- Prince of Bel Air and Michael Jackson. Students will understand why music videos are made.</p>	<p>Street Dance- Diversity dance crew. Students appreciate the craft of Diversity's professional pieces, and begin to learn choreography in this style. Students explore coordination and isolation.</p>	<p>Godber inspired SOW- looking at stereotypical characters and how they would use voice and body language to portray the given character.</p>
<p>Contact Work- The Lindy Hop Exploring an historic style. Learning and rehearsing the key elements of the style and beginning to introduce partner work. Introducing skills such as posture and strength.</p>	<p>Gangs Dance Battle Students work in larger groups taking inspiration from the peaky blinders, they are provided with music and a variety of movements that they communally choreograph ready to battle against their opponents. Students work on their confidence amongst the above skills in this module.</p>	<p>Study of Frantic Assembly the drama company- Physical Theatre- How do they use it and why? Using both narration and physicality in performance.</p>
<p>Ceilidh- Students study a style from another country. This requires teamwork and use of musicality.</p>	<p>STOMP The Musical- using the body and objects as an instrument, Basic steps explored, as well as exploration of body and sound. Introducing expressive skills such as facial expression and focus.</p>	<p>Blood Brothers SOW- Links in with study within English. Script reading and characterisation work.</p>

<p>Matthew Bourne The Gobstoppers- Context of Matthew Bourne as choreographer. Learning and rehearsing some of his choreography from The Nutcracker, we begin to introduce different skills such as dynamics.</p>	<p>Fitness and its importance- Students partake in circuit style workouts, competing for the most points in their group. Engaging in safe working practice including warming up and cooling down.</p>	<p>Naturalistic SOW- Including still image, facial expression etc. Devising own scenes, trialling improvisation work.</p>
<p>African Dance- using the body as an instrument Basic African style steps explored, as well as exploration of body and sound. Introducing expressive skills such as facial expression and focus.</p>	<p>Mini Component 2 or 3 'practice'. This prepares students for BTEC Performing Arts (Dance) Students are expected to perform specific repertoire or explore a past 'brief' from Component 3.</p>	<p>MeloDrama- Highlighting sad or exciting events in which emotion is overly exaggerated. Examples used in TV shows etc.</p>