



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 Dance, learners will be exposed to the work of professional choreographers and companies such as Christopher Bruce, Boy Blue Entertainment, Diversity, Zonation, Matthew Bourne and Motionhouse. Students will learn about contrasting approaches to performance, and why the key practitioners developed these different approaches to suit the intention of their work. Learners will analyse professional repertoire and use their understanding to stage their own versions of iconic pieces of choreography. Lessons will provide a wide range of opportunities for practical workshopping, developing performance material and performing work to other members of the class. 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. In Dance, learners will explore choreographers that use the medium of dance to explore political and social issues in iconic pieces such as 'Swansong' by Christopher Bruce. 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.

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.

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 key stage 3 curriculum:

Genre/Style- All students must be exposed to at least one genre/style within their Performing Arts curriculum. For example, Physical Theatre, Jazz, Street, and/or Contemporary Dance. They should develop a practical understanding of the genre, as well as the historical context and key practitioners/choreographers.

Contemporary Practitioners – In Dance, all learners must explore the work of one current choreographer. For example, Christopher Bruce and Kevin Finnan.

Learners should understand the intention of the choreographer and have the opportunity to learn short sections of repertoire.

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 OUTWOOD ACADEMY BRUMBY		
Key Stage 3	Tech Award Year 1	Tech Award Year 2
<p><u>Intro to Dance (Dance Components)</u> Introduction to dance components (actions, space, dynamics and relationships) through studying a professional dance company.</p> <p><u>Musicals</u> Development of performance skills looking at a selected musical. Use of music to create atmosphere and enhance the mood of a scene. Previous musicals studied have been The Greatest Showman, Aladdin and Matilda.</p> <p><u>Street Dance</u> Development of choreography skills through the study of a professional work from a professional Street Dance Company. Diversity's production called Digitised has previously been studied.</p> <p><u>Parkour</u> Students will develop their technical skills through the style of Parkour.</p>	<p>Introduction to the Tech Award Performing Arts Course including learning about the grading criteria and requirements of the course.</p> <p><u>Developing skills and techniques in Dance.</u> Tech Award Component 2 Project:</p> <ul style="list-style-type: none"> • Learn, rehearse and perform two professional dances in contrasting styles. • Improve dance skills and techniques. • Demonstrate these skills and techniques in rehearsal and performance. • Regularly reflect on these skills and techniques. <p><u>Exploring the Performing Arts.</u> Tech Award Component 1 Project 1:</p>	<p><u>Responding to a Brief</u> Mock Component 3 Tech Award.</p> <p>Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</p> <p><u>Responding to a Brief</u> Tech Award Component 3:</p>

Stimulus

This will be the first time students will not be taught any movements. They will be given a stimulus and support to generate their own movement ideas that are inspired by and relate to the given stimulus.

Music Videos

Students will apply their technical, performance and creative skills developed over the academic year to create, perform, film and edit their own music video.

Dance Components (Refresher)

Students will recap their learning on dance components from Year 7 through the style of Afrobeats.

BTEC Dance Component 2 Taster

Students will get to experience a smaller scale of one of the components that make up the BTEC Dance qualification. This will involve learning, rehearsing and performing a professional dance, choreographed by a professional choreographer and performed by professional dancers. Students will develop their technical/ performance skills by reflecting and setting weekly targets.

Contact Work

Introduction to contact work where students will learn how to demonstrate a series of lifts, with varying difficulties, accurately and safely. After contact work has been learnt students will incorporate this into a short dance based on the professional dance work called 'Swansong' by Christopher Bruce.

Street Dance Company

Analyse a dance from a professional company such as Boy Blue/Zonation. Apply techniques used to create the work and practically explore the dance work.

Choreography Challenge

Students will be set weekly choreography tasks inspired by professional choreographers' processes and approaches.

Musical Theatre Class Competition

Each class will select a musical they want to study and recreate for a Musical Theatre Competition against other Year 8 classes.

- Studying one of three different dance styles, from three different dance companies and their choreographers.
- Analysing whether their intentions/ purpose of their work has been communicated to the audience.
- Understanding the skills, roles and responsibilities needed to create the work.
- Practical creative tasks exploring how they created their dance.

Exploring the Performing Arts.

Tech Award Component 1 Project 2 and 3:

- Studying one of three different dance styles, from three different dance companies and their choreographers.
- Analysing whether their intentions/ purpose of their work has been communicated to the audience.
- Understanding the skills, roles and responsibilities needed to create the work.
- Practical creative tasks exploring how they created their dance.

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.

