



## 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 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 practitioners/theatre and 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 drama. Performance studies will encourage students to express their personal views within group work and through the creative choices they make about your 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. 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.

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 that have been developed with different approaches and intentions
- Theatre 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. Challenge is 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)
<b><u>Intro to Drama</u></b>  Teamwork Confidence building Use of voice and movement Body language Facial expressions Production Values Performance values Greek Theatre	<b><u>Physical Theatre</u></b>  Improvisation Physicality Drama Techniques Movement Exaggeration Sound Effects	At Newbold we teach the BTEC Tech Award in Performing Arts Acting pathway. This consists of three components  Component 1 - Exploring the Performing Arts Component 2 - Developing skills and techniques in the Performing Arts Component 3 - Responding to a brief

<b><u>Physical Theatre</u></b> Improvisation Physicality Drama Techniques Movement Exaggeration Sound Effects	<b><u>Blood Brothers</u></b> Study of the script Analysis of performance Social/Cultural/Historical performance Performance of an extract	<b><u>Component 1</u></b> We explore three different styles of theatre in component 1. We will look at the style, practitioner, performance group and an extract from a performance using the chosen style.	
<b><u>Scripts (DNA)</u></b> Memory Lines Rehearsal Perform Confidence Repetition Character Analysis Plot Design	<b><u>Stage Combat</u></b> Self-Awareness Trust Tension Maturity Argument Realistic Focus Audience Awareness Physical Control Safety	Along with practical workshops we also complete a logbook that tracks our progress within lessons.  <b><u>Component 2</u></b> After exploring different styles and practitioners in component 1 we then choose an extract that we found the most interesting and challenging. We spend time in rehearsal learning lines and staging the performance before performing this for a live audience.	
<b><u>Shakespeare</u></b> Expression Emotion Body language Mime Narration Characters	<b><u>Practitioners and Performance style</u></b> Frantic Assembly/Physical Theatre Epic Theatre/Brecht John Godber/Multi role History of performance groups/practitioners	<b><u>Component 3</u></b>	

	<p>Script and performance analysis</p> <p>Exploration of the style</p> <p>Performance in the style</p>	<p>In January of Year 11, Edexcel send a brief to centres with a stimuli and instructions on what is expected for a group performance.</p>	
<p><b><u>Performance in Drama</u></b></p> <p>Applying skills from last term</p> <p>A focus of performance</p>	<p><b><u>Elements of Drama</u></b></p> <p>Character and context</p> <p>Structure</p> <p>Audience and performance space</p>	<p>Students spend time devising a piece of theatre and track their progress through a log book.</p>	
<p><b><u>Devising based on a historical stimuli</u></b></p> <p>Devising skills</p> <p>Exploration and research</p> <p>Performance skills</p> <p>Team work</p> <p>Performance of the piece</p> <p>Evaluation</p>	<p><b><u>Theatre in Education</u></b></p> <p>Style of theatre</p> <p>Subject matters</p> <p>Mark Wheeler's work</p> <p>Devise own and showcase</p> <p>Potential primary school visit</p>		