



PERFORMING ARTS

Performing Arts - Drama

Why is the study of Drama important?

Performing Arts Drama is taught in Year 7. It practically explores performance methods and techniques, as well as developing analytical skills through the evaluation of live and recorded performance work. Drama techniques are used to explore issue based work relating to personal development and moral/ethical dilemmas. Its study requires Year 7 learners to question the purpose of performance and the intention of a range of practitioners and theatre companies/playwrights in their creation of performance work.

Learners will 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 within their devised drama and/or scripted work. In 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. 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. 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 - Drama in Year 7 will encourage them to think deeply and help them to effectively express themselves— a great life skill that all universities and employers will appreciate.

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.

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

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 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 year 7 curriculum:

Shakespeare- All Year 7 students studying Drama enjoy the study of a Shakespeare text, including the plot, language characters and cultural context. Students will begin working towards a Level 1 qualification in LAMDA Shakespeare leading to the opportunity of completing the qualification in after school enrichment.

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 and 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 Cullcutt. 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 have the opportunity to view the work and carry out activities to allow them to analyse the intention and success of the piece.

YEAR 7 PERFORMING ARTS DRAMA CURRICULUM OUTWOOD ACADEMY RIPON

YEAR 7	
Autumn 1	<p><u>Inside Out (exploring emotions and basic skills)</u></p> <p>Introduction to key drama skills with a specific focus on emotions and characterization skills and the traditional rules of drama.</p>
Autumn 2	<p><u>Pantomime and Silent Movie(Exploring Style)</u></p> <p>Use of techniques including still images, thought tracks, movement, narration, to explore the styles of pantomime and silent movie. Develop exaggerated acting techniques to convey the mood and emotion of characters</p>
Spring 1	<p><u>Sondheim and Schwartz (Drama - Musicals)</u></p> <p>How to apply physical and vocal techniques to a piece of text. Opportunity to learn and communicate a section of text. Develop skills in performing to an audience using material from Into the Woods and Wicked</p>
Spring 2	<p><u>Revolting Rhymes and Fairytales (Script Writing - Musicals)</u></p> <p>Learning the skills of set design and script writing through exploring the works of Roald Dahl. Opportunity to design and build a scaled down set for a children's fairytale.</p>
Summer 1	<p><u>The Night Bus</u></p> <p>Looking at the themes of being lost, being missing, of feelings of concern and worry, and building these themes into a performance of the short story The Night Bus by Anthony Horowitz. Poetry and music are used to inspire imagination and bring new perspectives to performance, and use a range of dramatic techniques to explore the themes in the story.</p>
Summer 2	<p><u>An introduction to Shakespeare (Drama Techniques)</u></p> <p>Develop use of drama techniques, exploring the plot of A Mid Summer Night's Dream. To be able to apply characterization techniques to mature themes within the play. Students should use their knowledge of devising to explore off text.</p>