



PERFORMING ARTS

Performing Arts - Drama

Why is the study of Drama important?

The study of Drama means practically exploring performance methods and techniques, as well as developing analytical skills through the evaluation of live and recorded performance work. It 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 companies 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, 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 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 which will extend their understanding of acting approaches and the creative process. 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 a range of text extracts and use their understanding of the plot, characters and style to stage their own version of the text. Lessons will provide a wide range of opportunities for practical workshopping, developing performance material, staging extracts of text and performing work to other members of the class. The Drama 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 Drama will encourage learners to question the purpose of performance through the analysis of ground-breaking performance companies such as 'Frantic Assembly' and 'New Adventures'. In Drama, learners will explore playwrights that have a very clear intention for their work such as Willy Russell. Students will extend their understanding of how playwrights may use their work to make social comments, such as can be seen in 'Blood Brothers' by Willy Russell. 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. Learners will practically explore the techniques of companies such as 'Frantic Assembly', and apply performance techniques in a range of scripted and devising and choreography tasks.

What students will know and understand from their study of Drama

What skills will the study of Drama 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. Drama 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 Drama?

- Playwrights and theatre companies 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 7/8 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. 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.

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.

DRAMA CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY SHAFTON					
	YEAR 7	YEAR 8	Year 9 Creative	Year 10 Option	YEAR 11 Option
Autumn 1	<u>Harry Potter</u> Introduction to Drama Skills including still images, thought tracks, devising techniques and characterisation.	<u>Kes</u> Knowledge of the plot, social context, intentions of Barry Hines. Practical understanding of characterisation and staging of a section of text	<u>London Riots</u> Development of physical theatre and the skills needed in this area of performance.	<u>Baseline</u> Baseline assessment of performance skills through team building exercises Re-capping skills to include facial expression, interpreting stage directions, body language and voice Introduction to self-evaluation through log book keeping.	<u>Tech Award Component 2 Set Assignment</u> <u>Development of Acting skills.</u> <ul style="list-style-type: none"> • Development of acting skills • Understanding of playwright's intentions of a work. • Application of skills to a performance. • Analysis of the script style, intentions of the work and roles
Autumn 2	<u>Silent movies.</u> Development of mime and physical skills looking at famous examples such as Charlie Chaplin. Use of music to create atmosphere and enhance the mood of a scene.	<u>Horror</u> Developing a performance to build tension, students will also explore the technical side of the performing arts, designing sound and lighting and applying this to how dynamics can be built in a performance alongside pace.	<u>Two</u> Scripted work looking at characterisation and naturalism in preparation for BTEC	<u>Component 1</u> Developing repertoire and exploring text and language and how these can be applied in original context and contemporary styles. Keeping rehearsal diaries	<ul style="list-style-type: none"> • Analysis of live performance of script • Practical exploration of the style and script • Application of the techniques to a text: Create a research report, track their own progress in performance skills and

		This also introduces the concept of immersive theatre performances			evaluate their performance work.
Spring 1	<u>Matilda (Roald Dahl)</u> Focusing on the plot, key characters. Use of staging, key skills applied to development of character.	<u>Frantic Assembly - Physical Theatre</u> Introduction to the style and approaches within the genre. Exposure to the work of Frantic Assembly and developing skills through the key exercises they use to devise their work. Opportunity to apply the skills in devising a chair duet.	<u>Scripted Performance based on Caricature</u> Developing an understanding of how characters are created in this performance style and applying this knowledge in performance. This is a key skill development for students wishing to continue their studies of performing arts and drama into KS4 pathways and beyond	<u>Component 1 Set Assignment</u> Research project. Developing understanding of practitioner and applying to script work and continuation of physical theatre skills development, i.e. safety around lifting and more complex lifts	<u>Component 3 External Assessment</u> Responding to a Brief This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report. Learners will be given a brief and stimulus to create performance material as either a performer or designer. In groups consisting of a minimum of three and a maximum of seven performers, learners will respond to the stimulus and create a workshop performance that communicates ideas and
Spring 2	<u>Matilda (Roald Dahl)</u> 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. -	<u>Shakespeare Romeo and Juliet (Shakespeare)</u> Focusing on the plot, key characters, Shakespearean language	<u>Willy Russell and Godber Blood Brothers</u> Knowledge of the plot, social context, intentions of Willy Russell, and musical theatre style. Practical understanding of characterisation and staging of a section of text		
Summer 1	<u>Macbeth</u> Focusing on the plot, key characters and Shakespearean Language through characterisation.	<u>Chicken</u> Theatre in education project looking at documentary style theatre. This is based on road safety and teenage attitudes	<u>Mark Wheeler</u> Using extracts from Wheeler plays and knowledge developed throughout the verbatim projects students	<u>Component 3 Mock Assessment</u> Learners will be given a brief and stimulus to create performance material as either a performer or	

	-	towards this important issue.	will devise a performance that applies prior knowledge	designer. In groups consisting of a minimum of three and a maximum of seven performers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.	creative intentions to a target audience of their choice.
Summer 2	<u>Commedia/staging</u> Introduction to the style and developing understanding of caricature and exaggeration in preparation for BTEC studies.	<u>Willy Russell</u> <u>Our Day Out</u> Knowledge of the plot, social context, intentions of Willy Russell, and musical theatre style. Practical understanding of characterisation and staging of a section of text	<u>Devising Verbatim Theatre</u> Devising issue based performance using real -life quotes and speeches from events and turning these into engaging stage performances.	<u>Component 2 Prep</u> Students begin to study scripts for PSA 2 and consider Development of acting skills Understanding of playwright's intentions of a work. Application of skills to a performance. Analysis of the script style, intentions of the work and roles Analysis of live performance of script Practical exploration of the style and script Application of the techniques to a text:	