Performing Arts

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Curriculum Intent

Students should apply knowledge and understanding when devising, performing and evaluating drama and performing arts.

Students should develop knowledge of professional examples of theatre, explore the drama creative process, create their own devised performances, explore performance texts and develop a knowledge of musical theatre.

Students should be reflective of their own work, as well as contribute to peer assessments, with verbal and written evaluations after a performance. These evaluations should show they know how to build on their strengths and are aware of any areas for improvement. Success Criteria, linked to skills used, are asked to be reflected on and then this feedback is given after a performance.

Core Knowledge	Procedural Knowledge
Topic	Pupils will
Drama and Theatre Concepts • The purpose of devising, performing and evaluating drama. • The drama creative process. • Professional examples of theatre and performance. • The importance of reflection, self-evaluation and peer assessment. • Success criteria used to assess performances. • Strengths and areas for improvement in performance work. • Thought tracking • Sound collage	**Creating and Developing Drama** • Devise performances from a stimulus. • Develop dramatic ideas collaboratively. • Create original performances. • Respond creatively to themes and briefs. • Explore and interpret performance texts. **Performing** • Create believable characters. • Demonstrate effective characterisation.

- Placards
- Breaking the fourth wall
- Abstract movement
- Canon movement
- Synchronised movement
- Pivot movement
- Dime stop movement
- Ensemble movement

Contextual Knowledge

- Social contexts of drama.
- Cultural contexts of drama.
- Historical contexts of drama.
- How context influences plays, themes and performance.

Performance Skills Knowledge

- Facial expression
- Gestures
- Body language
- Posture
- Status
- Characterisation
- Physical theatre
- Focus

- Use facial expressions and gestures purposefully.
- Apply appropriate posture and status.
- Maintain focus during performance.
- Perform physical theatre sequences.

Collaboration and Rehearsal

- Work cooperatively with others.
- Communicate effectively within a group.
- Maintain concentration during rehearsals and performances.
- Build confidence as a performer.
- Participate in workshops and rehearsals.

Script Work

- Learn and recall lines.
- Interpret scripts.
- Block stage directions.
- Communicate plot and themes through performance.
- Reproduce performance material accurately.

Evaluation and Reflection

- Evaluate their own performance.
- Participate in peer assessment.
- Give verbal feedback.
- Give written feedback.
- Reflect against success criteria.
- Identify strengths.
- Identify areas for development.
- Use feedback to improve future performances.

Drama Techniques • Still image (freeze frame) • Role play • Narration • Hot seating • Split stage • Flashback	**Applying Drama Techniques** • Use still image effectively. • Perform role play. • Apply narration. • Conduct hot seating activities. • Use split stage techniques. • Incorporate flashbacks. • Use thought tracking. • Create sound collages. • Use placards to communicate meaning. • Break the fourth wall appropriately. • Perform abstract, canon, synchronised, pivot, dime stop and ensemble movements.
Semiotics and Proxemics • Relationships between characters on stage. • How stage positioning communicates meaning. • Audience awareness. • Effective use of performance space. • The significance of eye contact and stage focus.	**Using Semiotics and Proxemics** • Show relationships through staging choices. • Use eye contact effectively. • Engage both actors and audience. • Maintain appropriate stage positioning. • Use different stage configurations effectively.
Vocal Skills Knowledge • Projection • Tone • Accent • Pitch • Pace • Emotion • Tension • Choral speaking • Multi-roling	**Using Vocal Skills** • Project the voice clearly. • Control tone, accent, pitch and pace. • Convey emotion through voice. • Build dramatic tension vocally. • Use choral speaking techniques. • Perform multiple roles.

Drama Genres and Styles **Year 7** • Mime • Comedy role-play • Abstract theatre • Musical theatre • Shakespearean theatre • Chair duets **Performance Texts Studied** **Year 7** • *Revolting Rhymes* • *Romeo and Juliet*	
Year 8 • Pantomime • Shakespearean theatre • Commedia Dell'Arte • Horror • Musical theatre • Abstract theatre • Physical theatre **Year 8** • *Pantomime* scripts • *Macbeth* • *Alice*	
Year 9 • Naturalistic theatre • Musical theatre and its sub-genres • Epic theatre • Theatre of the Absurd • Physical theatre • Silent film • Contemporary theatre **Year 9** • *DNA* • *Blood Brothers* • *Sweeney Todd* • Works by *John Godber* • Works by *Sarah Kane*	

KS4 BTEC Performing Arts Knowledge	**BTEC KS4 Processes**
• **Component 1:** Exploring the Performing Arts.	**Component 1** • Analyse professional performances. • Complete practical workshops. • Maintain a digital logbook and presentation.
• **Component 2:** Developing Skills and Techniques in the Performing Arts.	**Component 2** • Rehearse performance material. • Develop acting, dance and musical theatre skills. • Prepare for milestones, dress rehearsals and final performances. • Record rehearsal reflections and evidence.
• **Component 3:** Responding to a Brief. • How professional performances are created. • Rehearsal and production processes. • Requirements of logbooks, evaluations and performance briefs.	**Component 3** • Interpret an exam-set brief. • Generate and develop ideas from a stimulus. • Devise a group performance. • Maintain ideas logs and skills logs. • Evaluate the creative process and final outcome. • Perform for an audience.
Homework:	
Assessment:	
Links to Personal Development:	
How is my knowledge developed further at GCSE?	