



Queen  
Elizabeth's  
— ACADEMY —

# Curriculum Rationale

## Performing Arts

Mrs Burridge – Head of Creative Arts

April 2021



Diverse  
Academies

## **Introduction**

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.

## **Christian Distinctiveness**

We recognise the significance of valuing the arts, music, and literature of others and those in other countries. Our curriculum looks at issues facing our world today such as crime and poverty and what we can do as moral citizens to change this. It examines the importance of helping others in need through project performance work in our local community. For example, working on the Beacon project, creating work to help raise money for those in need in our local community. We also work on projects for Children in Need and Red Nose Day. This academic year students have raised over £100 for this charity by performing a dance dash in our local schools and community areas. A fundamental aspect of Performing Arts in our curriculum is encouraging students to express their own opinions about performances, practitioners, performers and topics in order to become well-educated, good people.

## **Knowledge in Performing Arts**

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. 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. Across their study of Drama, learners will explore a number of professional theatre practitioners including Stanislavski and Brecht, 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. In Dance, 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, staging extracts of text 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 such as 'Frantic Assembly' and 'New Adventures'. In Drama, learners will explore playwrights that have a very clear intention for their work such as Mark Wheeler who uses his scripted texts to explore current issues such as drunk driving and eating disorders. 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, devising and choreography tasks.

## Careers and Aspirations

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. There are a range of careers in the arts from performing to writing. It is our duty of care to ensure that students are given the knowledge and understanding of what work is available from their study. It is also imperative that they can connect the skills learnt to other areas of interest. For example being a Police Officer would mean speaking to the public therefore how to apply the use of voice in a range of situations.

## Overview of curriculum plan

<b>CURRICULUM PROGRESSION OVERVIEW 2021</b>					
	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>	<b>Year 10</b>	<b>YEAR 11</b>
<b>Autumn 1</b>	Introduction to Drama	Stimulus (Devising) Basic	Stimulus Devising-progression	Introduction to the Tech Award	Exploring Genre – Musical Theatre: Annie
<b>Autumn 2</b>	Introduction to Drama 2	Pantomime (Exploring Style)	Romeo and Juliet (Stage Combat)	Exploring Genre – Naturalism: Constantin Stanislavski	
<b>Spring 1</b>	Silent Movies (Mime)	Physical Theatre (Frantic Assembly)	Verbatim Theatre ( I Love you, I promise I won't die)		Tech Award Component 3: Responding to a Brief:
<b>Spring 2</b>	Matilda -Script	Teechers	Blood Brothers (Script)	Exploring Genre & Performance – Physical Theatre: Frantic Assembly	
<b>Summer 1</b>	Matilda continued- (Revolting Children Movement staged)	Hillsborough (Verbatim Theatre)	DNA – (Off text Improvisation)		
<b>Summer 2</b>	Shakespeare (Drama Techniques) Theatre History	Summer Show Case/Performing to an Audience 2	Chicken (Script)	Tech Award Component 2	