

Performing Arts Curriculum Learning Journey 2023-24

Brownhills Ormiston Academy

| | Autumn | Spring | Summer |
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| Year 10 | <p style="text-align: center;"><u>Naturalism</u></p> <p>Develop skills and techniques for performance. Students will participate in workshops and rehearsals in order to prepare students for a performance of their selected piece.</p> <p>Apply skills and techniques in rehearsal and performance. Students' complete rehearsals and perform one of the following pieces for an audience: Firebird, The Fall, Lemons Lemons Lemons Lemons Lemons, DNA, Morning & After Juliet.</p> <p>Review own development and performance. Students complete a logbook and produce write ups of four milestone logs to evidence the progress they have made throughout the process.</p> | <p style="text-align: center;"><u>Styles & Genres</u></p> <p>Recognising key genres in the history of theatre and recognising a timeline of how theatre has developed: E.g. Naturalism, Epic Theatre, Verbatim, Classical Theatre, Commedia Dell-arte, Absurdism.</p> <p>Exploring the stylistic features of key genres of theatre and the creative intention and purposes that those stylistic features are used to convey.</p> <p>Recognising the work of key practitioners and how their approaches influenced other performers and practitioners. E.g. Stanislavsky, Uta Hagen, Brecht, Berkoff.</p> <p>Analysing, performing and devising theatre that is based on these different styles to practically explore genres and apply understanding.</p> | <p style="text-align: center;"><u>Being On Stage</u></p> <p>Develop rehearsal and character development skills through a naturalistic project to prepare for a performance of a naturalistic play.</p> <p>Recognise different types of staging and how to work in these different performance spaces to maximise the experience for the audience.</p> <p>Develop direction and leadership skills to 'block' sections of performances in a performance space from a script and communicate this to a group of performers.</p> <p>Develop and apply naturalistic performance skills to DNA by Dennis Kelly using blocking created by other performers and give feedback to others to develop performances in a naturalistic style.</p> |
| | Autumn | Spring/Summer | |
| Year 11 | <p style="text-align: center;"><u>Analysing Professional Repertoire</u></p> <p>Examine professional practitioners' performance work. Students will study an existing piece of professional repertoire based on the brief provided by Pearson. Students will practically explore this piece and create a research log exploring the processes that took place to create the piece being studied.</p> <p>Explore the interrelationships between constituent features of existing performance material. Students will produce a piece of promotional material that explains to a festival audience the processes and individual responsibilities and skills required to create the piece. Students will link their own practical experience of the selected pieces to this research to show detailed understanding of the rehearsal process.</p> | <p style="text-align: center;"><u>Devising Drama</u></p> <p>Understand how to approach a brief and the first steps in analysing and processing this information, including deciding upon a target audience.</p> <p>Creating initial ideas with a research-informed approach and developing those ideas using improvisation, workshopping and experimentation.</p> <p>Choosing ideas and weaving them together to form a piece that has structure within the requirements of the brief.</p> <p>Using inspiration from genres of theatre or key practitioners to inform creative decisions and justifying why those were decisions were made for the target audience.</p> <p>Preparing and performing devised pieces in groups and evaluating the extent to which it met the brief.</p> <p>Students work in groups of up to 7 to devise a piece of drama based on a brief. It must be between 7-15 minutes in length. Students write a commentary of their work evaluating the process of taking the idea from page to stage and reviewing their success.</p> | |