

# KENTON SCHOOL LEARNING JOURNEY – Performing Arts



<u>Performing Arts</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 7</b> (Musical Theatre inclusion)</p>	<p>Baseline assessment wc - 4/9/23 <b><u>Introduction to Drama</u></b> Students will learn the <b>5 elements of Drama</b> through teacher modelling and visual examples students will explore and develop a broad range of techniques including <b>Freeze frames, Mime, Body Prop</b> along with developing basic stage skills. Students will engage in teamwork tasks and small group performances.</p>	<p>Assessment wc - 23/10/23 <b><u>Introduction to Pantomime/Melodrama</u></b> Students will understand the importance of analysing characters before they are played. Through workshopping students will work as a whole class to refine performances by considering the history and complexities of <b>stock character</b>. Students will learn basic script reading. Identifying <b>Dialogue</b> and <b>directions</b></p>	<p>Assessment wc - 5/2/24 <b>Physical Theatre Part 1</b> Students will develop their understanding of <b>abstract theatre</b>. They will use previous techniques to develop different ways to <b>express</b> scenes within a play. From a 'Fairy tales' theme students will <b>devise</b> their own version to be performed in an <b>abstract</b> way. (<b>Carol-Anne Duffy</b>) Incorporating shadow theatre, puppetry, circus skills and narration. <b>(Matthew Borne)</b></p>	<p>Assessment wc - 23/10/23 <b><u>Shakespeare month</u></b> Students will explore a Shakespeare play. They will begin to understand the basic <b>mechanicals of Shakespeare</b>, inc, <b>phrasing</b> of language and the general <b>format</b> of a Shakespeare play Students will begin to learn how to understand the <b>'stage'</b> exits and entrances, stage positioning and directive instructions on stage. Effectively using all of these to perform as a class and as part of a small group. Phrasing, vocal projection, characterisation,</p>	<p><b><u>Devising and Improvisation</u></b> Students will learn how to make material up on the spot (<b>Improvisation</b>). They will take part in workshops led through teacher modelling and visual examples. Students will <b>Devise</b> scenes from the <b>Darkwood Manor story</b> They will engage in teamwork tasks and small group performances.</p>	<p>Assessment wc - 23/10/23 <b><u>The Stage Part 1</u></b> Students will explore Musical Theatre plays looking at the <b>structure</b> of plays such as character references and <b>Directions</b>. Students will learn basic <b>choreography</b> and <b>singing</b> skills. They will create a showcase of 1. A particular play 2. Extracts from numerous plays They will learn about <b>moment to music vocal skills, timing</b> and <b>accents</b>. <b>Matilda</b> <b>Annie Jr</b> <b>Shrek Jr</b></p>

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				Shakespearean language. <b>Mid-Summer Night's Dream</b>		
<b>Year 8</b>	<p><b>Stimulus</b> Students will understand what a Stimulus is. They will learn to think of and communicate ideas to small groups. They will learn to compromise and establish leadership roles. Through analysis of different forms of <b>Stimulus</b> each week, they will <b>devise</b> their own short scenes. <b>(Sean Tan – The Arrival)</b></p>	<p><b>Analysing and exploring characters</b> Students will understand the importance of analysing characters before they are played. Through techniques such as <b>Hot seating</b> and <b>monologues</b> students refine performances by considering the history and complexities of each character. Through war-time poems and stories such as <b>Dolce Et Decorum Est</b> the students explore <b>WW2 soldiers in battle</b> and <b>Goodnight, Mister Tom/Return to the City</b> - they reflect on children who were evacuated during the war.</p>	<p><b>Theatre in Education</b> Students will analyse the need and stylistic qualities of TIE. They will devise a piece of TIE which models elements of British Values and has a strong moral message. <b>(Non-fiction: Inspirational Voices)</b> They will take part in Verbatim theatre and analyse specific artifacts based on <b>(‘Issues within our communities’)</b></p>	<p><b>The complexities of Shakespeare Shakespeare month</b> Students will explore a Shakespeare play. They will begin to understand the phrasing of <b>language</b> and the general <b>format</b> of a Shakespeare play As well as <b>‘characters’</b> on the stage. By using the previous understanding of melodrama students will effectively use all of these skills to perform as a class and as part of a small group. <b>Phrasing, vocal projection, characterisation, (Othello)</b></p>	<p><b>Shadow Theatre/Puppetry</b> Students will watch examples from <b>Attraction</b> and <b>Chinese and Indian</b> fables to devise a scene to music. They will develop the storyline, characters and set the piece to music. Students will either act themselves in the form of Shadow theatre, recognising the skills needed such as <b>stage positioning</b> and <b>movement</b> or create a story through <b>puppetry</b> or symbolic performance (<b>sand art, drawing</b>)</p>	<p><b>The Stage Part 2</b> Students will explore advanced Musical Theatre plays looking at the structure of plays such as <b>character references</b> and <b>Directions</b>. Students will learn more detailed <b>choreography</b> and <b>singing</b> skills. They will create a showcase of scenes within the play. They will learn about moment to music vocal skills, timing and accents, mask <b>making, design</b> and <b>costume</b>. <b>Lion King</b> <b>Charlie and the Chocolate Factory</b> <b>Wizard of Oz</b></p>

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<p><b>Year 9</b></p>	<p><b><u>Practitioners’ Style (Musical)</u></b>  <b><u>Chicago/Cabaret/ Fosse</u></b>          Students will explore The <b>cultural</b> and <b>historical</b> nature of the <b>plays</b>. They will begin to analyse the main practitioners’ styles, work and learn technical dialogue. Students will learn <b>technical choreography</b> and <b>singing skills</b>. They will work towards creating a showcase performance for a live audience (April or May)</p>	<p><b><u>Physical Theatre Part 2 – Dreams/Minimalistic acting</u></b>          Contemporary - Students will devise their own performance through <b>minimalistic</b> stage acting. As a group they will work as a <b>production team</b> to develop the staging of the event. They will start by looking at their own and interpretations of ‘Dreams’ Students will then decide how many actors they need and the rest of the team will allocate roles in <b>costume, hair and makeup/prosthetics/masks/ lighting and sound</b>.  <b>(Dance - Martha Graham)</b></p>	<p><b><u>Practitioners’ Style (Comedy)</u></b>          Godber          Students will explore The <b>cultural</b> and <b>historical</b> nature of the <b>practitioner</b> and the link between his plays. They will begin to analyse the main practitioners’ styles, work and learn technical dialogue.  <b>Stereotypical/Multi-role/Choral Movement &amp; speaking/monologue/ Cannon</b>          They will incorporate some of this work towards the showcase performance for a live audience (April or May)</p>	<p><b>Physical Theatre Part 2</b>          Students will be introduced to the fundamental features of <b>Romeo and Juliet</b> but will perform in an abstract way. They will develop performance skills in their <b>voice, facial expressions, characterisation, gesture and movement</b>. Students will analyse features of theatre and acting before applying this to their own performances. Students will develop confidence in their own performing skills through exploratory workshops. <b>(Romeo and Juliet)</b></p>	<p><b><u>Practitioners’ Style</u></b>          Brecht/Stanislavski  <b>Mother courage and Ask Me Anything</b>          By using the concept of <b>Breaking 4<sup>th</sup> Wall/TIE</b> - Students will build up a repertoire of workshop experience that develops these skills so that they are aware of how to approach <b>ideologies</b> and <b>characterisation</b>.  <b>Method</b> - Students will explore historical figures and famous speeches and work on the delivery of them. (Dance?)</p>	<p><b><u>The Stage Part 3</u></b>          Students will explore advanced Musical Theatre plays looking at the structure of plays such as character references and Directions. They will explore The <b>cultural</b> and <b>historical</b> nature of the plays. Students will learn basic <b>choreography</b> and <b>singing skills</b>. They will create a showcase of They will learn about <b>moment to music vocal skills, timing and accents</b>.  <b>Hairspray</b>  <b>WWRY</b>  <b>LSOH</b></p>
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				<i>Stage combat - Capoeira</i>		
<b>Year 10</b>	<p><b>Component 1: Explore the Performing Arts</b></p> <p>Students will explore different roles and responsibilities in Performing Arts and explore different genres and their stylistic qualities. This work will involve practical exploration work including performance material, as well as research and analysing interviews with professionals who take on many different roles in the industry.</p>			<p><b>Component 2: Developing Skills and Techniques in the Performing Arts</b></p> <p>Students will learn and develop advanced performance related skills in order to develop their overall performance ability. Students will learn how to plan effective rehearsal time, review their own performances, development and refine effective methods of improvement.</p>		
<b>Year 11</b>	<p><b>Component 3: Responding to a Brief</b></p> <p>Students will learn to create performance work in a manner similar to that in the professional industry, through responding to a brief. This will have certain criteria and requirements to meet, and students must consider the target audience, purpose and genre of the performance material. Over time they will refine this and, working as a small ensemble, perform it.</p>					
<b>Year 12</b>	<p><b>Unit 2: Developing Performance Skills for Solo Performance</b></p> <p>Students develop an advanced understanding of individual performances. Students will develop effective practice routines to develop a wide range of performance related skills.</p> <p>Students will learn a wide range of audience engagement skills.</p> <p>Students will develop a repertoire consisting of a wide range of genres and contrasting pieces. Students will learn how to do this through structured and effective long term and short-term rehearsing.</p>			<p><b>Unit 3: Group Workshop Performance</b></p> <p>Student will build on the skills they developed in Component 3 in Year 11 and plan a more detailed and thorough workshop performance. This time they will start with an initial stimulus and will conduct their own research, development and refinement of a whole script and performances too.</p> <p>Students will be expected to show how they can effectively plan, work with others and conduct their own research to support their work.</p>		
<b>Year 13</b>	<p><b>Unit 1: Investigating Practitioners</b></p> <p>Students will learn about different practitioners and organisations from the Performing Arts industry. This will include practical exploration of their styles as well as</p>		<p><b>Unit x: Unit TBC</b></p> <p>This unit will depend on the cohort and their strengths. In the past this has included creating a Variety Show,</p>			

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	building an understanding of their lives and decisions and influences. This will lead to completing an exam on the topics.	Contemporary Dance, Healthy Dancer and Improvisation skills.	
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