

Performing Arts Curriculum

Course Outline(2020-2021)

Introduction

Performing Arts at LTPSS includes elements of movement and Drama, Theatre Arts, and international Theatre Styles. Performing Arts highlights the key elements of culture and engages students at all levels. This engagement through participation and formal assessment is an education that lasts a lifetime.

Throughout their performing arts education, students will explore the nature of relationships: relationships with self, family, community, teachers, peers and the world whilst building their social skills and learning to understand the value of collaborative work to achieve a common goal. Students will develop their communication skills imaginatively and integrate those skills into their daily life.

Performing Arts is communication. Students are encouraged to share their thoughts and feelings on a variety of topics, forming opinions and listening to others. Performing Arts also encourages students to express these feelings in a creative context. This can be through writing scripts, directing others, creating costumes and sets or acting. Performing Arts enables young people to become effective contributors and confident communicators, capable of working well in solo and group tasks, being responsible for their own role within a dramatic project.

The Aims and Objectives

Aims:

- To explore the nature and quality of relationships
- To explore and use language, movement and physical theatre as a means of communication and expression
- To develop social skills
- To develop theoretical knowledge of the Performing Arts
- To understand the significance of Performing Arts in the world around them

Objectives:

By the end of S1, students should be able to:

- 1.1 Have a basic understanding of the elements of vocal presentation such as projection, articulation and emotional emphasis.

- 1.2 Demonstrate basic performance skills, and use voice and movement effectively in order to communicate meaning and story.
- 1.3 Be able to demonstrate and understand basic terminology related to the discipline being studied.
- 1.4 Have a basic understanding of the core elements of physical theatre such as the body, modes of movement, rhythm and space.
- 1.5 Create characters who go beyond simple stereotypes, using English fluently and language that is appropriate to character and situation.
- 1.6 Offer and accept constructive feedback from peers, and use this information to set targets and recognise achievement.

By the end of S2, students should be able to (in addition to the above):

- 1.1 Demonstrate a wider understanding of Performing Arts vocabulary
- 1.2 Have some understanding of theatre arts and their benefit in a performance, demonstrating knowledge through collaborative works.
- 1.3 Create a portfolio to showcase 5 theatrical elements and make artistic choices based on design.
- 1.4 Work with script and portray a character not created by themselves, recognising the rhythm and pace etc necessary to portray the character convincingly.

By the end of S3, students should be able to:

- 1.1 Take a leadership role and work cooperatively in creating and performing a production of significant length.
- 1.2 Use advanced performing arts terminology in practice.
- 1.3 Demonstrate complex and demanding roles (characters) in front of an audience.
- 1.4 Be able to write and interpret text, express oneself through movement and explain character's thoughts, feelings and overall themes of the plays.
- 1.5 Demonstrate an intellectual understanding of theatre styles and apply related theatrical ideas appropriate to context / theme.

Approaches to Learning

Because of the nature of Performing Arts class, students will be expected to evidence their learning through live theatrical performances. Most assessments will be performance-based that will relate to a specific performance rubric. The introduction of each unit will include related vocabulary and an overview of the unit. Students will be assessed on their ability to understand the theatrical concepts in a knowledge and learning written assessment as well as apply the skills in performance based assessments.

Assessment Methods

In S1/S2, students will be assessed through:

- Observational Checklists of practical work, completed at regular intervals
- Videos of performance.
- Reflections and assignments.

All performance assessments will be filmed and films will be used for moderation.

In S3, students will be assessed through:

- Observational Checklists of practical work, completed at regular intervals
- Videos of performance.
- Reflections and assignments.

As with S1/2 all performance assessments will be filmed and kept for moderation

Units of Study / Key Concepts and Terminology:

Secondary 1

Unit 1: Reader's Theatre	Unit 2: Body and Mime	Unit 3: Staged Pictures
Voice Articulation Projection Emphasis Pace Pause Pitch Tone (emotions) Reader's Theatre Monologue Dialogue Character Status Focus Breaking Character Rehearsal	Concentration Cooperation Theatre Stage Shared Space Audience Performer Body Language Body Mime Confidence Control Fixed Point Energy Size Shape Illusion Weight	Areas of the stage Entrance Exit Cross Stage Directions Devise / Devising Plot Relationship Tableau

Secondary 2

Unit 1: Stage and Space	Unit 2: Melodrama	Unit 3: Theatrical Elements
Blocking Levels Masking Balance Set Proscenium Arch Trust Stage Theatre In The Round (Arena Stage) Black Box Theatre Physical Theatre Devising Rehearsal	Melodrama Exaggeration Stock Characters Hero Villain Victim Sidekick Audience Interaction The 4th Wall Minion / Henchmen Servant Delsarte System of Expression	Costume Props Measurements Light Sound Effects Background Music Cue Cut Fade in / Out

Secondary 3

Unit 1: Greek Chorus	Unit 2: Naturalism	Unit 3: Improvisation
Greek Chorus Tragedy Comedy Satyr Image / Imagery Tempo Gesture Unison Repetition Levels of Tension Rhythm Amphitheatre	Naturalism Observation Imagination Given Circumstances Emotion Memory <i>"In The Moment"</i> Subtext Magic If Beats Intention Stanislavski Moscow Art Theatre	Improvisation Offer / Making an offer Accepting / Saying yes Yes, and Endow Platform Gossiping Gaggling Wimping

Assessment Objectives and Weightings S1-S3

- A. Participation and Learning Tasks (vocabulary and related ideas) - 60%
- B. Performance Assessments - 30%
- C. Notebook Organisation - 10%

Grade Boundaries

Performance Grade	Performing Arts (%)
A*	92 and above
A	84-91
B	74-83
C	60-73
D	50-59
E	49 and below

Award and Motivation

To assist students in developing motivation within the Performing Arts subject certificates and awards will be used routinely throughout the term. At the teacher's discretion, participation and best actor certificates will be given at the end of each unit of work to students. *Participation* is described as a willingness to contribute ideas in group, involvement in drama activities, sharing information and ideas with peers, and collaborating with classmates through creative means. Characteristics of an outstanding actor is a student that shows exemplary performance skills. Students who demonstrate focus and deep understanding of theatre styles through character portrayal and expression.