

<b>Subject :</b>	Performing Arts
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	June - July	Sept-Oct
<b>Scheme title</b>	<b>Characterisation and Devising</b>	<b>Performing a Script - Blood Brothers</b>
<b>Purpose of scheme</b>	This unit recaps key vocal and physical characterisation and acting skills, but adds in the practitioner techniques of Stanislavski to encourage higher level characterisation. Students will be creating a context for a scripted performance (not previously done before) and therefore creating characters that fit within the context. Students' develop their written reflection and analysis skills to improve their acting.	This unit builds on the script work in previous topics, but uses more specific and detailed characterisation techniques (including more advanced Stanislavski techniques) and vocal and physical skills. Students will also explore the context and themes of social class in the play, Blood Brothers, and use this knowledge to create a more realistic performance.
<b>Knowledge in sequence</b>	<p>Week 1: To understand how to develop a convincing character</p> <p>Week 2: To be able to explore context through off-text improvisation</p> <p>Week 3: To be able to communicate characters and context successfully in a performance</p> <p>Week 4: To be able to perform a scripted scene with clear context and detailed characters</p>	<p>Week 1: To understand the context and general plot of 'Blood Brothers'</p> <p>Week 2: To explore the physicality of Micky and Eddie</p> <p>Week 3: To develop the knowledge and skills to use Stanislavski's characterisation techniques</p> <p>Week 4: To be able to refine characterisation skills using physical and vocal techniques</p> <p>Week 5: To develop knowledge of Stanislavski's 'objectives' technique</p> <p>Week 6: To be able to perform a scripted extract from Blood Brothers.</p>

<b>Skills</b>	<p>Reflection and Analysis:          -Verbal reflections throughout          -Verbal analysis of others' performances throughout          -Written reflection in books</p> <p>Group Skills:          Working with others in workshops.          Working in pairs to create and develop scene.</p> <p>All Physical and vocal Skills for interpretation:          Communicating different interpretations of characters and context.</p> <p>All Physical and vocal Skills for characterisation:          The use of physical and vocal skills and techniques to communicate a character.</p>	<p>Group Skills:          Working and communicating effectively with others in workshops and rehearsals. Researching context of the play (time-period and social issues) in preparation for group work.</p> <p>Physical and vocal skills for Characterisation:          The use of physical and vocal skills and techniques to communicate a character and their emotions.</p> <p>Stagecraft skills:          Blocking the scene with good audience awareness and making use of entrances, exits, proxemics, levels to communicate meaning.</p> <p>Drama techniques and conventions:          Conscience Alley, The leading technique, levels of tension, Stanislavski techniques – seven questions, Magic 'IF' and objectives.</p> <p>Reflection and Analysis:          -Verbal reflections throughout</p>
<b>Key Words</b>	<p>Off-text improvisation / Characterisation / Context / Levels of Tension / Vocality / Physicality / The leading technique / Rehearsal / Devising / Stanislavski</p>	<p>Social Class / Working Class / Middle Class / Upper Class / Magic 'IF' / Seven Questions technique / Nature / Nurture / Characterisation / Vocality / Physicality / Liverpudlian Accent / Broad Accent / Stance / The leading technique / Theme / Conscience Alley / Stanislavski / Synopsis</p>

<b>End Point</b>	Students will be able to perform a scripted piece in their chosen context, using Stanislavski's characterisation and acting techniques. They will complete a written log book to support their practical work. Students will also be able to identify and explain the techniques that they have used.	Students will rehearse and perform a scene from the play, Blood Brothers, using vocal and physical skills and advanced Stanislavski techniques. They will complete a written log book to support their practical work. Students will also be able to identify and explain the techniques they have used.
<b>Assessment method</b>	FINAL ASSESSMENT: Assessed through performance and theory quiz . Students' levels are based on the Performing Arts assessment skills ladder.	FINAL ASSESSMENT: Assessed through performance , theory quiz and analysis task. Students' levels are based on the Performing Arts assessment skills ladder.

<b>Year Group:</b>	9
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<b>Nov - Dec</b>	<b>Jan - April</b>
<b>Individual Performance Project</b>	<b>From Page to Stage - War Horse</b>
This unit gives students more freedom and independence to choose repertoire that suits their strengths and interests. Students learn more advanced performance skills such as such as breath control and resonance (for Acting and Musical Theatre students) and extension and flexibility (for Dance students).	This unit gives students the opportunity to develop more detailed movement skills relating to the Alexander technique, as well as learning a new skill, puppetry. It also introduces students more deeply to other roles when creating theatre, such as designers, and the process of putting on a production from writing the script to stage performance through exploring the play, War Horse.
WEEK 1: To develop knowledge of my selected repertoire.	Week 1: To develop knowledge of the context and characters in 'War Horse'
WEEK2: To understand how to carry out a 'skills audit' and set myself long-term targets	Week 2: To develop my understanding of Puppetry in War Horse
WEEK 3: To develop knowledge of vocal techniques to communicate subtext	Week 3: To explore the Alexander technique
WEEK 4: To understand how to analyse and improve my own performance	Week 4: To develop my Puppetry skills using the Alexander technique
WEEK 5: To explore my character's background using drama techniques.	Week 5: To be able to use movement techniques to rehearse a scene with Joey and Albert.
WEEK 6: To be able to refine my performance and reflect on long-term targets.	Week 6: To be able to reflect on and analyse my own and others' performances so far.
	Week 7: To understand the roles and responsibilities in theatre to create the production of 'War Horse'
	Week 8: To be able to create a design concept for one of the technical

<p>Performance Skills:  Acting – Vocal and Physical performance skills  Dance – Technical and dance performance skills  Musical Theatre – Vocal skills and Acting through song</p> <p>Stagecraft Skills</p> <p>Reflection and Analysis:  -Verbal reflections throughout  -Verbal analysis of others' performances throughout  -Written reflection in books</p> <p>Group Skills:  Research – Researching different styles of performance.  Project Management – Managing their rehearsal time, setting aspirational yet realistic targets.  Leadership – Students lead this project; they have free choice of their repertoire and the specific performance skills they wish to develop.</p>	<p>Physical and vocal skills for Characterisation:  The Alexander technique to learn how to move as the Horse.  Use of accents to be able to convey where the characters are from.</p> <p>Stagecraft skills</p> <p>Reflection and Analysis:  -Verbal reflections throughout  -Verbal analysis of others' performances throughout  -Written reflection in books</p> <p>Group Skills:  Puppetry Movement - Working together to move puppet  Performing a scripted scene with a group.  Research – Researching different roles and responsibilities to create 'War Horse' production and developing knowledge of design elements.  Project Management – Managing their rehearsal time, setting aspirational yet</p>
<p>Off-text improvisation /  Characterisation / Context / The Leading Technique / Levels of Tension / Warm-up / Relaxing / Larynx / Diaphragm / Breath Control / Resonance / Tongue Twisters / Vocality / Physicality / Rehearsal / Devising / Group skills / Subtext / Hot-seating / Style</p> <p>Musical Theatre Specific:  Rhythm and Tempo / Emphasis and Dynamics / Diction and Projection / Control / Accent / Pitch and Tone</p> <p>Dance Specific:  Balance / Extension / Coordination / Flexibility / Alignment and Posture / Breath and Weight / Dynamics / Rhythm and Timing / Energy and Commitment / Awareness of Space /</p>	<p>Setting / Characters / Era / World War One / Synopsis / Puppetry / Puppeteer / Director / Lighting Designer / Costume Designer / Puppet Director / Set Designer / Alexander Technique / Vocality / Physicality / Devonshire Accent / Posture and Body language / Balance / Tension / Control / Self-awareness / Physical habits / Breathing</p>

Students will rehearse and perform a piece of professional repertoire (a scene/song/dance) from a play, musical or dance company video. They will complete a written log book to support their practical work. Students will also be able to identify and explain the techniques they have used.	Students will rehearse and perform two extracts from War Horse, using the vocal and physical characterisation skills, as well as the new movement and puppetry skills they have learnt. They will complete a research task on the roles and responsibilities in the production War Horse. Students will also be able to identify and explain the techniques they have used.
<b>FINAL ASSESSMENT:</b> Assessed through performance and theory quiz . Students' levels are based on the Performing Arts assessment skills ladder.	<b>FINAL ASSESSMENT:</b> Assessed through performance , theory quiz and analysis task. Students' levels are based on the Performing Arts assessment skills ladder.

## April - June

### Responding to a Brief

This unit gives the opportunity for students to work in a discipline and style of their choice and independently devise a performance responding to a brief. It is a culmination of all the skills they have built up in years 7-9, however, students will gain experience of creating their own Theatre Company and have to consider their target audience, stage design and creative intentions. Students will also be introduced to a new practitioner, Brecht, and his

WEEK 1: To understand how to respond to a 'Brief' and Create a Theatre Company

WEEK 2A: To develop ideas in response to a stimulus through research

WEEK 2B: To develop knowledge of target audiences and themes

WEEK 3: To understand how to structure a devised performance

WEEK 3B: To develop knowledge of 'style' and 'stage types' in Theatre

WEEK 4A: To understand the creative Intentions of my piece and how to develop a concept

WEEK 4B: To be able to present a directorial concept to the class.

WEEK 5A: To develop knowledge of how to design lighting for a Theatre production

**Group Skills:**

Researching ideas for their piece and leading rehearsals/meetings.

Students should work together to choose the appropriate physical and vocal performance skills to suit their performance and communication of characters, as well as making use of strong stagecraft skills and selecting appropriate Drama techniques/conventions for their piece.

**Vocal Skills:**

Diction and Projection, Emphasis and Volume, Pitch, Accent, Rhythm and Tempo, Tone.

**Physical Skills:**

Gestures, Stance, Posture and body language, Expressions, Eye Contact, Dynamics and movement.

**Stagecraft:**

Blocking, Entrances and Exits, Proxemics and use of space, Levels, Audience awareness, Concentration and focus, Energy, Set and Props interaction

Brief / Stimulus / Research / Target  
Audience / Theme / Context / Structure  
/ Story-board / Style / Realism /  
Minimalism / Fantasy / Symbolism /  
Stage Type / Thust / End-on /  
Proscenium Arch / Traverse / In the  
Round / Promenade / Creative  
Intentions / Concept / Symbols /  
Directing / Mood and Atmosphere /  
Climax / Tension / Technical rehearsal /  
Dress-rehearsal / Props / Set / Costume  
/ Lighting / Music



Students will devise and perform their own piece OR create their own lighting / set / costume and makeup design, in response to the given brief. They will complete a written log book to support the devising process and practical work. Students will also be able to identify and explain the techniques they have used.

**FINAL ASSESSMENT:**

Assessed through performance and theory quiz .

Students' levels are based on the Performing Arts assessment skills ladder.