



Subject: Frantic Assembly – ‘The Unreturning’

Module 7

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>This module within the Performance Studies course focusses on the performance group ‘Frantic Assembly’. It explores the various techniques associated with physical theatre through the play ‘The Unreturning’.</p> <p>Students will study the play and practically explore techniques such as ‘chair duos’ and ‘round-by-through’. Their assessment in the first half term will require scripts to be learnt and effective teamwork.</p> <p>Students will perform a monologue and then sequence this into a group performance for the final assessment, in the second half term.</p>		
	Essential	Core	Ambitious
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> Who are Frantic Assembly, and what are they known for? What is a chair Duet? What is meant by ‘Round by Through’? What is meant by ‘Physical Theatre’ Can I perform a monologue? 	<ul style="list-style-type: none"> Who is the Artistic Director of Frantic Assembly? What is the name of the junior company for 16-25 year olds? What are ‘Quad’ exercises? What are ‘Quad Negative’ exercises? What are ‘Hymn Hands’ exercises? Can I incorporate my monologue into a group performance? 	<ul style="list-style-type: none"> What other plays have Frantic Assembly devised? What themes do Frantic Assembly explore? Can I perform more than one monologue playing more than one character?
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students’ progress through the essential, core and ambitious knowledge</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	
	<p><u>General</u> Participation within different ‘circles of attention’- ability to work with discipline on solo, duo, group and</p>	<ul style="list-style-type: none"> Ability to maintain audience etiquette for the duration of longer performances Ability to describe and interpret performances Ability to give others suggestions for development 	

	<p>whole class tasks. Ability to perform monologues and perform as a group.</p> <p>Communication and collaborative skills</p> <p>Audience skills- Students will be required to watch their peers performance and contribute WWW/ EBI.</p>	<ul style="list-style-type: none"> • Complex spatial design: direction, pathways, formations, levels, planes, proximity, symmetry/ Asymmetry • Structure and timing: working with/ without counts, dynamic range, use of structural devices such as canon • Choreographic devices: ability to use a greater range of choreographic devices with an increased level of sophistication • Ability to choreograph material using more open ended tasks. Ability to self-direct task from stimulus. <p>Students learn physical, technical, expressive and mental skills through participation in lessons;;</p> <ul style="list-style-type: none"> - Copying movement phrases - Listening to teacher and peer feedback - Observing role-modelling by teacher/ peers - Repetition of movement in rehearsal - Use of mirror (where possible) - Set exercises designed that build in complexity and build muscle groups and develop motor skills - Guide students through choreographic tasks such as; creating your own work using the knowledge of the basic dance actions. - Set choreographic tasks to develop a set of movements using choreographic devices and interesting developments to make work more creative - Watching peers work - Making improvements to own work by appreciating others practical work and providing feedback
	<p><u>Performance- Drama</u></p> <p>Physical skills- facial expressions, gesture, movement, posture, body language</p> <p>Vocal skills- Pitch, pace, tone, volume</p>	<p>Students will apply Drama techniques to more open-ended tasks and be required to consider contexts more deeply.</p>