



Subject: Tribes

Module 8

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 looks at tribes and their documentation through literature and theatre.</p> <p>In the first half term students will study 'Lord of the Flies', looking at the characters, story and impact of the play. Students will explore different versions via text, film and audio. Students will be required to learn script and perform different scenes as part of a group, this will form part of the assessment.</p> <p>In the second half term students will study 'Flesh' and compare some of the similarities and differences with 'Lord of the Flies'. Again, students will look at the characters, story and impact of the play. The assessment will get students to combine the scenes they have devised with the scripted scenes the learnt last half term.</p>
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	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"> • What is a tribe? • What is the story of 'Lord of the Flies'? • What is the story of 'Flesh'? • What is meant by 'Physical Theatre' 	<ul style="list-style-type: none"> • Who are the authors of Lord of the Flies and Flesh? • which physical skills are required to play different characters? • 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 the theme of tribes and rivalry? • What other themes do both plays explore? • Can I direct my group allowing contribution from all members?
<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 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"> • Ability to maintain audience etiquette for the duration of longer performances • Ability to describe and interpret performances • Ability to give others suggestions for development • 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> 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>