

# Teaching and Learning Content: Performing Arts

Year Group: 7

Spring Term – Half Term 2.2

## Sparkleshark Part 1

Students will be introduced to the play Sparkleshark by Philip Ridley. As a class, this play will be read in its entirety to begin introducing conventions of a script, supporting the English curriculum and literacy. Throughout the lessons, students will look at stagecraft, specifically how we block a performance on stage and how the motivation of characters impacts the use of performance skills previously learnt.

## Home Learning:

Students are expected to complete **one piece of Performing Arts home learning every half term**; this will be shared by the class teacher in lessons.

## Key Questions: (A list of key questions)

- What **vocal skills** can we use to show how your is character is feeling?
- What is **proxemics**?
- How does the distance between characters show their relationship?
- What is **thought tracking**?
- What impact does adding **thought tracking** do to a performance?
- What is the strongest part of the **stage space**?
- How can we use all the **stage space** in a performance?
- What is **motivation**?
- How does **motivation** impact our decisions as an actor?

## Diagnosis & Smith Proforma

- Retrieval activities in booklets throughout the scheme of work.
- Questioning (verbal).
- Completing Practical Activities.

## Therapy

- DIRT task.
- Peer-to-peer support.
- Whole Class Feedback.
- Practical Demonstrations.

## Students will: (Success Criteria)

- Be able to change pitch, tone, and volume to suit the character being played.
- Be able to understand what proxemics are.
- Be able to use the correct proxemics to show the relationship to another character.
- Be able to explain what thought tracking is.
- Be able to use thought tracking in a performance to show how the character is feeling in that scene.
- Be able to label the different areas of a stage space.
- Be able to identify the strongest part of the stage space and explain that downstage centre stands out as it is closest to the audience in the middle.
- Be able to explain what motivation is.
- Be able to change use of voice and body to show the characters motivation.

## Testing

- Throughout each lesson students will read a section of the play and explore a skill that they will need for the end-of-topic test after the Easter holidays.
- Assessment for learning, teacher and peer feedback will check students understanding of the skills taught.
- Mini performances each lesson will test students' application of these skills before the final assessment begins.