



Subject: Gangs

Module 2

Overarching Topic:

Why is this topic being studied at this time?	The second module within the KS3 Performance Studies is entitled ‘Deadly Rivalry’ and will feature study of musical ‘West Side Story’ and William Shakespeare’s ‘Romeo and Juliet’.
How does it fit into the wider subject curriculum?	<p>Jerome Robbin’s choreography for ‘West Side Story’ in 1961 was ground-breaking due to how he handled the subject matter of ‘gangs’ with aesthetically beautiful dance vocabulary. Students will learn how to define the dance style within ‘West Side Story’ and will practice executing their understanding practically. Students will learn about the background of ‘West Side Story’, including its inspiration from ‘Romeo and Juliet’ and the themes of immigration and racial hatred. Students will consider the relevance of these themes within modern society.</p> <p>Students will explore some key scenes from Shakespeare’s ‘Romeo and Juliet’, focusing on the rivalry between the Montagues and Capulets. This will include deciphering Elizabethan language, and in particular Elizabethan insults! Students will consider how to use vocal and physical skills effectively to take part in a group performance of scripted work.</p> <p>At the end of this module, students will take part in a performance that unites all of the elements studied.</p>
In preparation for this unit, students should watch ‘West Side Story’ (PG) and Baz Luhrmann’s ‘Romeo and Juliet’ (12A).	

	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • What was the inspiration for West Side Story? • Who choreographed West Side Story? • How can my group dance together to show the theme of gangs? • Can I use physical and expressive skills to perform set phrases effectively? • What is the synopsis in Romeo and Juliet? • 	<ul style="list-style-type: none"> • How is gang culture expressed through the medium of Dance? • How does West Side Story incorporate the theme of racial tension? • Why was West Side Story so important to the dance world? • How can my group use spatial devices in interesting ways to convey the theme of gangs? • Can I add on to the dance, in the style of Robbins? • Can I use appropriate characterization • How does Shakespeare depict hatred between the Montagues and Capulets through language? 	<ul style="list-style-type: none"> • Why was Robbins’ choreography so innovative in his depiction of gang-culture? • How does Robbins juxtapose cultural movement disciplines in order to convey the theme of immigration? • How can my group use spatial devices and choreographic devices to sensitively convey the theme of gangs? • How can motif development be used in order to extend phrases, combining balletic and jazz material, to convey the theme of gang culture. • How can vocal and physical skill be used effectively to display animosity through the delivery of scripted text and non-verbal communication?

