

Oracy in Performing Arts



At NLA, for the last eighteen months, we have been diligently working to enhance the linguistic aspect of our four-part oracy framework in conjunction with Voice 21. We are now transitioning to embed more physical and cognitive strategies to supplement and support this journey.

In Performing Arts lessons across North Liverpool Academy, oracy is at the epicentre. Our students talk about their creative ideas, and negotiate with others about how best to present them. Students share their performance work, and then feedback, critically analysing specific elements of repertoire.

We endeavour to develop our students' confidence talking in different scenarios, promoting adaptability and creativity in communication.

Talking with others

- Students talk in pairs and groups imaginatively, as they formulate creative ideas and discuss the appropriate skills and techniques to employ in performance
- Students explore and negotiate around high order questions and wider world issues, verbalising their opinions before backing them up with examples
- Listening to others allows students to mould and sometimes change their opinions on topics raised and works investigated



Talking for Others

- Our curriculum gives students the opportunity to communicate in different roles and characters across different styles and genres
- Students talk using techniques such as mantle of the expert, which empower them to converse using formal, professional language
- Students can explore a versatility of contexts and situations that engender confident adaptable talkers
- Communicative elements such as body language, proxemics, facial expression and eye contact are explored, promoting understanding of context and situation



Talking about Others

- Opportunities to verbally reflect on the creative work of others feeds innovation
- Students employ cognitive oracy skills to create a structured and specific response to performance work
- Our young people reflect verbally on existing repertoire, formulating opinions and viewpoints on forms of creativity
- Students actively encourage others, offering immediate verbal feedback that can develop and inspire
- Using techniques such as pause, replay, say, students can discuss specific elements of performance, identifying and analysing detail

