



PERFORMING ARTS

Why is the study of Performing Arts important?

Performing Arts means practically exploring performance methods and choreographic techniques, as well as developing analytical skills through the evaluation of live and recorded performance work. Students are given the opportunity to develop their creativity, confidence and individuality. Its study will require learners to question the purpose of performance and the intention of a range of choreographers/practitioners/theatre and dance companies in their creation of performance work. The skills (confidence, social skills, increased self-esteem and ability to communicate within a group) developed in dance can enable students to develop core family values, character and life skills to allow them to flourish in any career path and in their personal lives.

Learners will also explore their own creative intention and develop their personal performance skills in expressing their thoughts and ideas through the medium of dance. Performance studies will encourage students to express their personal views within group work and through the creative choices they make about choreography. From Year 7 students will have the exciting opportunity to develop their practical understanding of performance skills including techniques such as characterisation, timing, flexibility, alignment, and co-ordination within Dance. Students will learn how to create their own choreography using choreographic devices such as canon and unison, how to structure the actions into a sequence and make decisions about dynamics, space and relationships. Learners will perform their work regularly in order to develop their confidence and develop a strong understanding of performing.

Through their study of Dance, learners will be exposed to the work of professional choreographers and companies such as Christopher Bruce, Alvin Ailey, Rambert, Boy Blue Entertainment, Matthew Bourne, Diversity, Motionhouse and various other pieces promoted through dance festivals. Students will learn about contrasting approaches to performance and why the key practitioners developed these different approaches to suit the intention of their work. Learners will analyse professional repertoire and use their understanding to stage their own versions of iconic pieces of choreography. Lessons will provide a wide range of opportunities for practical workshopping, developing performance material and performing work to other members of the class.

Big Questions such as why people create performance and the intended impact on their audience will be considered through study of this subject. Learners will develop their understanding of how performance has changed over the centuries and consider the reason why this might be. Study of the Arts encourages learners to question, analyse and evaluate ground-breaking, innovative performance companies such as Alvin Ailey's American Dance Theatre and Rambert. In Dance, learners study choreographers that use the medium of dance to explore current social and political issues such as Revelations by Alvin Ailey. Exploration of these key concepts will have a practical and written focus, enabling students to analyse, describe and discuss pieces as well as developing their practical skills throughout. This allows learners to understand themes and stimuli in the pieces they study and learn how to embody and demonstrate these within their practical performances.

What students will know and understand from their study of Performing Arts

What skills will the study of Performing Arts teach?

As a citizen in this world, students need to know how to work collaboratively with other people, express their personal views, understand their view of others, and communicate clearly. Performing Arts provides a framework for understanding people through the analysis of characters and live performance work; as well as the opportunity to work collaboratively to create work that will express their own ideas.

Dance will teach students to...

- Perform dance with control, fluency, accuracy and the correct timing
- Develop physical skills such as posture, alignment, flexibility stamina and strength
- Use dynamics to emphasise the mood and meaning of the dance
- Create effective choreography that has a logical structure and utilises choreographic devices
- Analyse the effectiveness of your own choreography and use of dance skills
- Express your ideas within a group during collaborative creative tasks
- Communicate ideas through the use of dance skills

What will learners know and understand from their study of Performance?

- Choreographers have an intention for their work and there is often a political or social meaning within the work
- There are many different styles of dance that have been developed with different approaches and intentions
- Dance practitioners have developed a range of different approaches to match the intention of their work
- The importance of considering your audience in the creation of performance work
- To articulate the aspects of a piece of performance that they like/dislike and why
- Understand the response from your audience and adapt their work to increase the clarity and effectiveness

Curriculum Guidelines

To ensure the curriculum in Performing Arts is knowledge rich and offers learners significant opportunities to expand their knowledge of the subject, all learners must cover the following within their Year 7/8 curriculum:

Perform dances using advanced dance techniques within a range of dance styles and forms - All students will be exposed to many different dance styles from across the world and of different time periods within their Performing Arts curriculum. For example, Jazz, Street, and/or Contemporary Dance. They will develop a practical understanding of the genre, as well as the historical context and key practitioners/choreographers.

Contemporary Practitioners – In Dance, all learners will explore the work of one current choreographer. For example, Christopher Bruce, Alvin Ailey, Matthew Bourne. Learners should understand the intention of the choreographer and have the opportunity to learn short sections of repertoire.

Creating - All learners must be given the opportunity to use devising/choreography skills in creating their own work. They should be clear about their intentions for their work and evaluate the success.

Professional Work - All learners must be exposed to one piece of professional work. They should have the opportunity to view the work and carry out activities to allow them to analyse the intention and success of the piece.

PERFORMING ARTS CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY FOXHILLS					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn 1	<p><u>The Main Elements of Dance</u> Students will explore the main elements of dance such as action, space, dynamics and relationship. AO1,2,3,4,5,7.</p>	<p><u>Dance For Film</u> Students will learn and replicate repertoire with stylistic qualities. AO1,2,3,4,5,6,7.</p>	<p><u>Developing Expressive Skills</u> Students will develop their knowledge of specific skills and application of these. AO1,2,3,4,5,6,7.</p>	<p>Introduction to the Tech Award Performing Arts Course including learning about the grading criteria and requirements of the course. AO1,2,3,4,5,7.</p>	<p>Tech Award Component 2/3 Project</p> <ul style="list-style-type: none"> • Complete performance of Component 2. • Evaluate and review performance of Component 2. • Analysis of live performance • Practical exploration of technical phrases and repertoire • Application of the techniques to performance of professional repertoire • Create a research report, track their own progress in performance skills and evaluate their performance work. • Introduction to Component 3: Responding to a Brief.
Autumn 2	<p><u>Contemporary Dance and Core Dance Skills</u> Students will explore Contemporary dance developing core dance skills. AO1,2,3,4,5,7.</p>	<p><u>Musical Theatre</u> Students will explore a professional theatre production, specifically Aladin. Students will build on previous learning by choreographing actions that link with the stimuli. AO1,2,3,4,5,7.</p>	<p><u>Choreographic Devices</u> Students continue to build on their knowledge of contact work and this is developed through studying the professional work Swansong. AO1,2,3,4,5,6,7.</p>	<p><u>Contemporary</u> Tech Award Component 1 Project:</p> <ul style="list-style-type: none"> • Analysis of the dance genre, intentions of the work and roles • Analysis of live performance • Practical exploration of technical phrases and professional repertoire 	

				<ul style="list-style-type: none"> Application of the techniques to a performance of the repertoire Create a research report, track their own progress in performance skills and evaluate their performance work. AO1,2,3,4,5,6,7. 	<ul style="list-style-type: none"> Choreographic workshops. Mock Component 3 choreography. AO1,2,3,4,5,6,7.
Spring 1	<u>Music Video</u> Students will develop an understanding of how videos are created and the styles included in this. Students will look at stylistic qualities required. AO1,2,3,4,5,7.	<u>Contact Work and Improvisation</u> Students will explore contact work in dance and begin to develop their improvisation skills, looking at the use of the body and different themes. AO1,2,3,4,5,7.	<u>Healthy Dancer</u> Students learn how to stay healthy as a dancer. This is linked to the professional work of 5 soldiers by Rosie Kay. AO1,2,3,4,5,6,7.		Tech Award Component 3: Responding to a Brief: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus AO1,2,3,4,5,6,7.
Spring 2	<u>Break Dance and 5 Dance Actions</u> Students learn the main 5 dance actions and 4 specific break dance movements. AO1,2,3,4,5,7.	<u>Professional Repertoire - Swansong</u> Students will develop their knowledge of professional repertoire and apply contact work to group choreography. AO1,2,3,4,5,7.	<u>Choreographing to a theme</u> Students are given a theme and use their choreographic and performance skills learnt over the last 3 years. AO1,2,3,4,5,6,7.	<u>Street Dance</u> Tech Award Component 1/2 Project: <ul style="list-style-type: none"> Analysis of the street dance style, intentions of the work and roles Analysis of live performance Practical exploration of technical exercises and professional repertoire 	
Summer 1	<u>Dance Through the Decades</u> Students develop practical skills in a range of dance styles from different eras. Developing work within pairs and groups. AO1,2,3,4,5,7.	<u>Dance Around The World</u> Students will develop group choreographing using the 4 aspects of dance. Students can choose from various styles and build on technique learnt. AO1,2,3,4,5,7.	<u>Contemporary - Professional Repertoire</u> Students continue to be exposed to professional repertoire, specifically in a Contemporary style. AO1,2,3,4,5,6,7	<ul style="list-style-type: none"> Application of the techniques to a performance of the repertoire Create a research report, track their own progress in performance skills and evaluate their performance work. 	

				AO1,2,3,4,5,6,7.	
Summer 2	<p><u>Responding to a Stimulus</u> Students begin looking at different stimuli in professional repertoire and how to begin developing actions from this.</p> <p>AO1,2,3,4,5,7.</p>	<p><u>Responding to a Stimulus</u> Students are given examples of different stimuli in professional repertoire and create actions from this.</p> <p>AO1,2,3,4,5,6,7.</p>	<p><u>Street Dance - Professional Repertoire</u> Students will develop stylistic qualities in a different dance style, looking at Emancipation of Expressionism.</p> <p><u>Choreographing to a theme</u> Students are given a theme and use their choreographic and performance skills learnt over the last 3 years.</p> <p>AO1,2,3,4,5,6,7.</p>		

Dance Learning Journey



Careers in Dance

- Dancer
- Teacher
- Yoga Instructor
- Choreographer
- Dance Photographer
- Artistic Director
- Dance Therapist



Component 3: Responding to a Brief

Component 2: Developing Skills and Techniques in the Performing Arts

Component 1: Exploring the Performing Arts



Option Choice:
BTEC Tech Award in
Performing Arts

YEARS
10&11
Developing performance skills and getting set for lifelong participation

Portraying characters through Hip-Hop choreography.

Understanding the characteristics of Hip-Hop Dance.

Professional Repertoire

Professional Repertoire

Understanding the characteristics of Contemporary Dance

Understanding of Different Styles in Dance

Creating choreography of a specific style of Dance

Select and develop skills and techniques in response to a brief

Understand the Roles and Responsibilities of the Dance industry

Understand the development process and outcome in response to a brief

Apply skills and techniques in a workshop performance in response to a brief

Review own development and application of performance skills

Understand the skills and techniques used by professional to create performance work.

Practical Exploration of a range of Professional Works

Experience new dance styles

Investigate how professional performance is created

Analysing elements of Performance

Participating in technique classes.

Freeze Frames

Unison/Canon

Accumulation

Portraying a character/emotion through Dance

Rock Challenge

Healthy Dancer

Choreographic Devices

Expressive Skill



Appreciation of Professional Choreography



Using elements of Drama to



Repetition



Using Facial Expressions to enhance Performance

Creating choreography from a specific example

Dance Around The World

Appreciation of Professional Choreography

Swansong

Understanding how to safely perform lifts

Working effectively as a group to perform/practice lifts/contact work

Teamwork skills

Solo Choreography

Break Dance

Street Dance

Expressive Skills

Commercial Dance

Music Video

Dance for Camera

Appreciation of professional choreography

Performance Skills

Basic elements of choreography

Working effectively in a group

Fundamental Skills

YEAR 7

4 Elements of Dance (RADS)

Contemporary Dance



Style

What is contemporary dance?

Performance

Actions, Dynamics, Space and Relationships

Modern Dance Styles



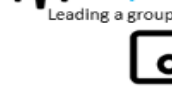
History of Dance

Rock and Roll Style



Responding to a Stimulus

Exploring dance styles from different time periods



Leading a group

Understanding different Genres of Dance



West End/Broadway

Working effectively as a group to perform/practice lifts/contact work

Dance for Film

Camera Angles



Using a theme/idea to create choreography



Choosing a specific stimulus to use as inspiration for choreography



Developing Dance sequences to look interesting on Camera

Professional Repertoire



Triple Threat: Dance, Drama, Music



Bollywood



Gumboot



Stimulus

Listening and responding to others Ideas and opinions
Choreographic Processes



Using music to inspire choreography



Flamenco

Understanding Dance styles from other countries and cultures.



YEAR 9

Exploring Professional Repertoire and developing skills.

Choreographic Devices

Stimulus

Musical Theatre

Dance for Film

Rock and Roll

Responding to a Stimulus

YEAR 8

Confident and Competent Performers

YEAR 7

Fundamental Skills