



PERFORMING ARTS

Why is the study of Performing Arts important?

Performing Arts means practically exploring performance methods and techniques, as well as developing analytical skills and evaluation of live and recorded performance work. Performing Arts also means the use of performance techniques to explore issue based work relating to personal development and moral/ethical dilemmas. Its study will require learners to question the purpose of performance and the intention of a range of choreographers, playwrights and dance companies in their creation of performance work.

Learners will also explore their own creative intention and develop their personal performance skills in expressing their ideas through the medium of dance. Performance studies will encourage students to express their views within group work and through the creative choices they make creating choreography. From Year 7 they will have the exciting opportunity to develop their practical understanding of performance skills including such as flexibility, rhythm, and coordination, as well as learning how to create their own choreography using inventive body actions, devices such as canon and unison, how to structure a sequence and make decisions about dynamics. Learners will perform their work regularly in order to develop their confidence and develop a strong understanding of the audience experience. Student's study of Performing Arts will encourage them to think deeply and help them to effectively express their views as a life skill that all universities and employers will appreciate.

Big questions such as why people create performance and the intended impact on their audience will be considered through lessons. We also aim to have cross curricular links with Geography, History and English, to enable students to explore topics practically and creatively.

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 analysis of choreography and live performance work; as well as the opportunity to work collaboratively to create work that will express their own ideas.

Dance has many transferable skills that enable students to be successful in other subjects and outside of the classroom.

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 Performing Arts ?

- There are many different styles of theatre and dance that have been developed with different approaches and intentions
- Theatre and 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 key stage 3 curriculum:

Genre/Style - All students must be exposed to at least one genre/style such as Jazz, Street/ Contemporary, within their Performing Arts curriculum. They should develop a practical understanding of the genre, as well as the historical context and key choreographers.

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, for example: Christopher Bruce, Alvin Ailey, Matthew Bourne, Kenrick H2O Sandy, Kevin Finnan, Bob Fosse, Itzik Galili. 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 - All learners should expect to perform at some point in a half term in order to build confidence and showcase work, whilst being supportive to peers.

Evaluating - All learners will be expected to analyse strengths and areas for improvement in performance work, understand how skills have been used to enhance the work and target set to enable progress going forward. This will be done through live performances in class or watching video footage back from previous lessons.

Guidance on Assessment & Standardisation

Throughout the 5 years Performing Arts course, learners are assessed using the Performing Arts assessment objectives which ensure that students can cumulatively build their subject understanding in preparation for further study of the **BTEC Level 2 Technica I Award in Performing Arts (Dance)**. In year 7, 8 and 9, assessments are based on a combination of practical workshops, creative work, performance and evaluation. Performance work will be recorded to allow the opportunity for students to review their own work and set appropriate targets for progression. Assessments in KS4 will incorporate written work, which will be assessed against the criteria for the chosen specification. There are 6 assessment points each year that we term Praising Stars©. We assess how students at their current stage of study are on track to reach their end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the Performing Arts curriculum. Assessment work is standardised across the Trust to ensure a strong understanding of the age related expectations in Performing Arts.

Key Assessment Objectives

Creative

A1- Creation of movements and actions

A3- Use of dynamics within choreography to enhance meaning

A2- Use of pathways and directions within choreography

A3- Use of choreographic devices to create effective performance work

Performance

B1- Performing dance work with accuracy

B2- Use of stylistic qualities in performance

B3- Demonstration of physical skills

Evaluation

C1- Analysis of strengths and areas for improvement in performance work

C2- Understanding of how skills have been used to enhance the work

C3- Target setting to enable progress going forward

Wider Subject Curriculum

The Performing Arts department offers lots of great opportunities for students to really engage with this fabulous subject. In Year 7 we often engage with other year groups by setting up opportunities for students to view work that has been produced by the older year groups. This experience may include workshops with older learners and opportunities to ask questions about KS4 courses. Across Year 7 to 9 students engage in work with professional companies and artists that are brought into the academy to deliver workshops and performances. We have recently worked with Boy Blue Entertainment, Motionhouse and James Wilton Dance Company. Learners across Years 7 to 9 also have access to performance enrichment, which gives them the opportunity to participate in the development, rehearsal and performance of material in full scale productions or showcases. In some cases, Dance and Music will collaborate on performances. This will give the opportunity to experience the exhilaration of performing to an audience and has the added benefit of being a great way to build friendships and have fun. We encourage students to attend live performances and will arrange trips to enable this. We also encourage students to take on lead roles within productions, and develop their skills in directing by running enrichment clubs with staff support, or directing smaller scale productions. Throughout all of the year groups, there is also the opportunity to work 'behind the scenes' by joining the production team as part of the lighting, sound, stage management, hair or make-up crew.

In addition to opportunities within the academy, Outwood Grange Academy Trust also organises Trust wide events for our most talented performers. This is an opportunity to work with other performing arts students from across the Trust on large scale performances with 500+ performers. These events are held at large scale venues such as The West Yorkshire Playhouse or York Barbican and give the opportunity of performing on a large stage in front of family and friends.

5 YEAR PERFORMING ARTS CURRICULUM PROGRESSION OVERVIEW					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn 1	<p>Dance Components Introduction to dance components (actions, space, dynamics and relationships) through studying a professional dance company. Dance Components is essential to understand for Year 9 and 10 particularly when analysing work.</p>	<p>Dance Components refresher Students will recap their learning on dance components from Year 7 through the style of Afrobeats. Dance Components is essential to understand for Year 9 and 10 particularly when analysing work.</p>	<p>House (Mad Hatter's Tea Party) Following on from Term 6 of Year 8. Students will hone in on one of the substyles that they learn about. Students will gain an understanding of different mental issues through the characters in the production.</p>	<p>Introduction to the Tech Award Performing Arts Course including learning about the grading criteria and requirements of the course. This will also be an opportunity to introduce students to Professional Dance Colleges.</p>	<p>Assessment Window Tech Award Component 2</p>
Autumn 2	<p>Musicals Brief history of how Musicals started. Development of performance skills looking at a selected musical (currently touring or film remake). Use of music to create atmosphere and enhance the mood of a scene.</p>	<p>Contact work (Swansong) Students will discuss rule of law, integrity and punishment through story of Victor Jara. Introduction to contact work where students will learn how to demonstrate a series of lifts, with varying difficulties, accurately and safely. After contact work has been learnt students will incorporate this into a short dance based on a professional dance work.</p>	<p>Choreography challenge Students will be set weekly choreography tasks. Students will be set weekly choreography tasks inspired by professional choreographers' processes and approaches. This will not only develop their creative skills but will expose them to professional choreographers and their approaches.</p>	<p>Teaching & Learning Window Tech Award Component 1</p> <ul style="list-style-type: none"> • Analysis of the second of three different dance styles, from three different dance companies and choreographers, the intentions of their work and roles. • Practical exploration of three professional works. • Application of the techniques used to create the three professional dance works. 	

<p>Spring 1</p>	<p><u>Street Dance</u> Analyse the intention of a professional Street Dance Company's production. Development of choreography skills through the study of a professional work.</p>	<p><u>Technical skills and target setting</u> Students will learn appropriate extracts from choreography from dance shows such as SYTYCD/ World of Dance/ The Greatest Dancer. Students will develop their technical skills by reflecting and setting weekly targets.</p>	<p><u>Component 2 Taster</u> Students will be introduced to a new choreographer and professional work. They will learn technical exercises and reproduce professional repertoire with accuracy and interpretative skills.</p>	<p><u>Assessment Window Tech Award Component 1</u></p>	<p><u>Tech Award Component 3</u> 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</p> <ul style="list-style-type: none"> • Understand how to respond to a brief. • Select and develop skills and techniques in response to a brief. • Apply skills and techniques in a workshop performance in response to a brief. • Evaluate the development process and outcome in response to a brief.
<p>Spring 2</p>	<p><u>Parkour</u> Students will learn about the development of Parkour. Students will identify technical skills required to perform Parkour. Students will use preposition (literacy) words to explore the ways in which they can move around the obstacle course.</p>	<p><u>Musical Theatre</u> Development of performance skills looking at a selected musical (currently touring or film remake). Use of music to create atmosphere and enhance the mood of a scene. Students will learn more challenging choreography to build on from skills from Year 7.</p>	<p><u>Component 2 Taster</u> Students will be introduced to a new choreographer and professional work that is completely contrasting to the work studied in Spring 1.. They will learn technical exercises and reproduce professional repertoire with accuracy and interpretative skills.</p>		<p><u>Teaching & Learning Window Tech Award Component 2</u> Students will learn and perform a MINIMUM of 2 mins repertoire performed by professional dancers and created by a professional choreographer.</p>
<p>Summer 1</p>	<p><u>Stimulus</u> This will be the first time students will not be taught any movements. They will be given a stimulus and support to</p>	<p><u>Choreography challenge</u> Students will be set weekly choreography tasks. This will not only develop their creative skills but will expose them to professional</p>	<p><u>Component 3 Taster</u> Students will be given a stimulus/ theme to create a short dance in small groups. This will be linked to the National dance Competition for schools 'Rock Challenge'. This will summarise their learning throughout Key Stage 3.</p>		

	generate their own movement ideas that are inspired by and relate to the given stimulus.	choreographers and their approaches.		<ul style="list-style-type: none"> • To improve skills and technique ready for a performance. • To demonstrate skills and techniques in rehearsal and performance. • To review/ evaluate their own improvement and performance. 	
Summer 2	<p><u>Music Videos</u> Students will apply their technical, performance, creative and life skills developed over the academic year to create, perform, film and edit their own music video.</p>	<p><u>Urban/ Street Dance Styles</u> Students will understand the substyles that come under Street / Hip Hop. They will be able to identify and demonstrate the key features of these individual styles.</p>	<p><u>Healthy Dancer- 5 Soldiers</u> Students will continue developing their self evaluation and specific target setting skills. Understanding how dancers prolong their career through healthy eating and target setting. Also draw upon similarities between dancers and soldiers.</p>		

Careers that the study of Performing Arts supports include:

- Actor, Dancer, Musical Theatre Performer
- Theatre/Television/ Film
- Choreographer
- Director
- Dance/ movement therapist
- Arts Administrator
- Teacher/ Lecturer
- Stage Manager
- Events Coordinator
- Community Arts Practitioner