

Performing Arts

		Term 1	Term 2	Term 3
No. of Weeks		7		7
Year 10	<b>Topic Title and NC link</b>	<b>Introduction to technical and performing skills</b>	<b>229 Ensemble Dance</b>	<b>Introduction to choreography</b>
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students should know how to complete a warm up, the requirements of a technique class and how to perform a choreographed phrase. They will focus on the key terminology needed for the next two years.	This unit aims to introduce and develop learners' skills in a selected dance style and improve their ability to reproduce and perform technical movements with a group and develop and perform a style specific sequence. The purpose of this unit is to enable the development of dance technique and performance and an understanding of a dance style. <b>Knowledge</b> <ul style="list-style-type: none"> <li>• Dance technical skills relevant to style</li> <li>• Skills to effectively perform sequences of movement appropriate to the style</li> <li>• Observation skills</li> <li>• Understanding of stylistic and genre specific anomalies</li> <li>• Awareness of structure and forms of dance style</li> <li>• Working efficiently with other dancers</li> <li>• Engaging an audience</li> <li>• Working safely and effectively within the context</li> <li>• Creative skills to develop movement material within the style</li> <li>• Self Evaluation</li> <li>• Using feedback to inform ongoing development</li> </ul>	Students would learn how to compose and choreograph dance. They will develop skills in structuring and artistically devising movement. They will learn how to manage the space and environment around them enhancing social and organisational skills. They will know how to use professional practitioners work to inform their own creative process.
	<i>Pupils should be able to do... (Skills being developed)</i>	<b>Perform choreography considering:</b> <b>Technical skills</b> <b>Posture</b> <b>Spatial awareness</b> <b>Flexibility</b> <b>Strength</b> <b>Balance</b> <b>Co-ordination</b> <b>Stamina</b> <b>Control</b> <b>Alignment</b> <b>Extension</b>  <b>Performance skills</b> <b>Quality energy</b> <b>Timing</b> <b>Emphasis</b> <b>Projection</b> <b>Musicality</b> <b>Focus</b> <b>Facial expression</b>	<b>Technical Dance Skills</b> Appropriate knowledge of basic technique of the style in order to perform short sequences. Understanding of the performative nature of the dance style. Ability to perform the technical steps and sequence as required including, for example: Warm up and cool down in preparation for technical class Logical progression of exercises moving from simple to more complex Movement sequences with variation of content Fundamental Dance technique skills Physical and interpretive attributes of the style including: Appropriate posture and control Strength and stamina appropriate to the chosen style Co-ordination Spatial awareness Learning and reproducing movement reflecting the integrity of the style Body awareness and control Musicality and rhythmical understanding Appropriate Alignment Awareness of the space and the other dancers within it Awareness of the required quality and expression of the movement <b>Performance Skills</b> In addition to the technical dance skills above, in performance the learner will also show an ability to interpret the dance style in performance and will be able reproduce the taught sequence accurately and demonstrate: Performance quality and interpretation Confidence, Expression, Musicality	Use a stimulus Develop a motif Apply choreographic devices Select movement suitable for a stipulated target audience Work using a brief
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	This will equip learners for the two-year course they are embarking on. They will have the core knowledge that underpins all the units they will cover.	This is set by the exam board.	This unit will prepare learners for the choreographic elements in their next exam unit 201 live performance.	

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	No. of Weeks			
Year 11	<b>Topic Title and NC link</b>	Performing for a brief	<b>201 live performance exam unit</b>	
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Learners will explore gaining the knowledge of appropriate repertoire, whether used in its original form or adapted creatively or used as a starting point. It is this awareness and underpinning of the performing arts that will give them that greater understanding of the demands of the performer from starting point to performance.	<p>This unit invites learners to acquire a broad understanding of performance work. This includes:</p> <ul style="list-style-type: none"> <li>• understanding the relationship with other performers,</li> <li>• the health and safety aspects,</li> <li>• the equipment needed and possible technical crew,</li> <li>• the target audience,</li> <li>• the relationship with the audience,</li> <li>• how to plan and put into practice a rehearsal schedule,</li> <li>• the skills needed to perform,</li> <li>• the evaluation of skills and techniques</li> <li>• understanding ways that they can improve their performance skills.</li> </ul> <p>This is a truly vocational experience with all the requirements usually imposed on a professional company.</p>	
	<i>Pupils should be able to do... (Skills being developed)</i>	Develop repertoire using choreographic devices and motif development. Work as part of a creative team selecting music, props and costume. Organising a group of people to put on a completed performance.	<p><b>Skills for Performance</b>  Appropriate knowledge of repertoire for performance  Understanding the nature of the performance and the performance environment  Understanding of the relevant personal equipment required for performance  Ability to perform repertoire as required  Ability to safely and efficiently set up personal equipment for performance as required  Strategies for overcoming nerves  Techniques for communicating with other performers/the audience presentation skills</p> <p><b>Organisational Skills</b>  The capacity to plan and prepare effectively for live performance  The means to access the relevant personal and peripheral equipment required for live performance  Strategies for learning and retaining repertoire  Time management skills – working to a given time frame, working to deadlines</p> <p><b>Health &amp; Safety</b>  The ability to safely and efficiently set up personal equipment for performance as required  Understanding of personal Health &amp; Safety considerations in relation to performing in the context of the performance environment generally</p> <p><b>Dancing Skills</b>  Understanding of dance genres that are appropriate to the context of the performance  Choreography appropriate to the context of the live performance  Ability to work with others in order to complete a sequence in the performance</p>	
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	To prepare for the exam unit that students will be completing next.	Stipulated by exam board.		