

Dance

This is how we do

Every lesson will start and end in the same way. Students will know the expectations for Dance. They will all start with putting bags in the changing room (and getting changed if required) They then enter, and we sit together in a big group for the 'Lesson Intro'. Depending on tasks they will know if it is group work or whole class. When it comes to technique, warmups or learning a sequence all know the importance of spatial awareness and giving everything a go.

Scaffolding

Scaffolding is an extremely important aspect of dance. The aim is to show, teach and involve the students. The process is to scaffold sequences, choreographic processes, and dance analysis. Once the scaffolding has happened the teacher then steps back to allow the students to create, rehearse and explore their own ideas. This allows for independence, trial and error and exploration.

Show me and I'll understand

Demonstration is key in Dance. This allows students to visually see technique and is crucial for students to learn and understand key vocabulary. This is led by a teacher and at times students are used as examples.

Involve me and I'll remember

Involving the students in choreography and technique is vital in building confidence, contribution, negotiation and developing understanding. A lot of work is firstly demonstrated and then completed as a whole. Students are encouraged to contribute own ideas and thoughts. Involving the students throughout processes allows them to remember.

Teaching backwards

This is an important aspect of developing dance knowledge and ideas. No matter the task all students will be shown an end product - this is to ensure students are aware of what they are aiming towards.

Managing self

Students are taught and shown how to manage self from the start of their dance journey. This is modelled by the teacher throughout. It is important for students to learn this life skill to allow them to get the best from their dance lessons and self.

Relating to others and understanding dance in context

In dance we work in groups and whole groups. We explore a range of style and genres of dance and work on building cultural capital and appreciation of others' work and ideas. Students will watch and explore a range of different professional dance works - all of which are different in styles, themes, and choreographic processes. They will learn the importance of dance and how dance can be used to inspire, educate, and develop people's ideas, mind sets and opinions,

Contributing, negotiating, and developing ideas

Is a key element and is also a life skill which can be used in any aspect of school and outside life. Students will learn to contribute their own ideas and negotiate with others. They will also learn how

they can be inspired by other works/ideas and how their own ideas can start as a small seed and develop into their own work

Performance and evaluation

All students in dance will have the opportunity to perform. This is to build confidence, self-esteem and designed to take them out of their comfort zone to build their resilience and self-belief. All students will have a good understanding of audience etiquette and the importance of feedback and feedforward from others and of their own work, performance, and technique. From this they will use key vocabulary and deepen their understanding of dance as a whole.

How is the curriculum assessed?

Assessment is on-going and feedback is constant. The nature of Performance is that it exists within the moment so verbal feedback is key for development. Students in Key Stage 3 are assessed through their practical performance work. Students complete a practical project at the end of each Scheme of Learning, this could be a workshop or a polished performance. They are marked using the criteria on the Progress ladders which they then use to set targets to develop their skills further. Students are assessed on their use of a range of techniques, how they work as part of a group, how well they can devise, compose and create work and perform back to an audience.

Students record their progress in their self-assessment booklets so that they can clearly see their progress and have the opportunity to document their targets and plan for their next steps in developing their skills.

These criteria all link directly to RSL courses at KS4.

In Key Stage 4 students can follow a vocational course. The courses are assessed through components which require the study and understanding of professional works, the industry and developing their own performance skills in their chose discipline. All courses are assessed through a mixture of performance, written projects and examinations whilst the focus remains practical building on the skills students have developed throughout KS3.

Careers within the Performing Arts?

A career within the Performing Arts is not just all about performing, within creative industries only a small percentage are actual performers. Obviously people have careers as actors, comedians, musicians, dancers and singers. Performance jobs are not just in the theatre or on TV, performers work at festivals, in education, on cruise ships and at theme parks. There are jobs behind the scenes too, such as sound technician, props manager or hair and make-up artist, administration, box office and promotions. Career pathways are made explicit where relevant within Schemes of Learning.

At ALNS we work closely with our local colleges and Arts venues so that all students are aware of their options beyond KS4. Portsmouth College and Southdowns come into school to offer workshops and taster sessions for students as part of our curriculum offer in all three subject areas. The Portsmouth Guildhall run their Creative Roadshow from ALNS highlighting all career pathways within the industry through practical workshops. We regularly visit our local colleges to see performance work and encourage work experience in local venues.

Chromebook use to support learning in Performance

Within all three Performance subjects (Drama, Dance and Music) the focus in lessons is 100% practical allowing students to develop their skills and experience within the Performing Arts.

The use of Chromebooks at KS3 will be limited to home learning within Performance.

There are times at KS4 where students are required to complete research projects, written tasks, evaluate their practical work and complete log books where Chromebooks will be used in all three subjects.



