

ALNS Performance Curriculum



A summary of our principles:

ALNS Performance Curriculum The Performance Curriculum is designed to give students a broad experience of a wide range of Drama, Dance and Music performances and the creation of work through practical lessons and the viewing of performances. Schemes of learning focus on developing skills and engagement to build a lifelong love of the arts. These schemes are scaffolded to ensure clear skill progression whilst experiencing a wide range of genres, techniques and styles.	Balanced Our curriculum incorporates a wide range of spiritual, moral, social, cultural and emotional themes and ideas through diverse theatre, music and dance experiences. The curriculum is balanced to ensure the on-going building of students cultural capital throughout their performance journey. 	Rigorous  Scripts, music, performances and themes are all chosen to ensure they are accessible to all students whilst being both engaging and challenging. The structure of the curriculum at Key Stage 3 builds the practical skills and knowledge required to undertake a vocational performance course at Key Stage 4.	Coherent The Performance curriculum is designed to support the development of transferrable skills that can be applied and developed throughout the wider curriculum and beyond. Students develop confidence, problem solving skills, empathy and collaborative learning skills as well as performance technique and subject specific knowledge.
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Vertically Integrated Each Scheme of Learning builds upon prior skill development and practical experiences enabling students to further develop their understanding of techniques, styles and genres related to themes and topics that engage, enthuse and inspire.	Appropriate All practical work in Performance is designed to build both confidence and skills by being accessible to all as well as engaging and challenging. Themes include challenging concepts and topics which reflect our schools Rights Respecting ethos. 	Focused Every Scheme of Learning has an overarching theme to ensure there is a focus for the unit whilst developing practical performance skills in Drama, Music and Dance. 	Relevant Our curriculum is designed to excite, inspire and engage students whilst increasing their cultural capital. We explore real life and world culture that is relevant to our students and the wider world. Career pathways are also made explicit where relevant. 
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How does our Performance Curriculum incorporate ALNS Teaching Principles?

Fostering a love of learning Performance teachers LOVE their subjects and ultimately want every student to develop a full understanding and lifelong love of the arts. Lessons are always largely practical to ensure maximum engagement with the topics explored and the opportunity to develop	Challenge for All  Throughout Performance students are taught by experts in their field who constantly review current pedagogy within their area of specialism. The expectation is that all students will perform to the very best of their ability using rehearsal time to develop their skills in a safe environment that offers the constant challenge to create and perform work that is of the highest possible standard.	Feedback for Learning  Students receive quality feedback at every opportunity from both their peers and teachers. There is a focus on the use of positive language when giving verbal feedback to move performance work forward and celebrate success. At KS4 feedback is given through the BTEC structure which allows students to take ownership of their work and work towards creating and performing work meets the highest criteria.	Literacy for Life  Reading is developed through the use of scripts and song lyrics within KS3 and KS4. Every opportunity is taken to explore and embed academic and subject specific technical language. Oracy within Performance is key. Performance is emotionally engaging, stimulates talk and provides students with context-based opportunities to practise and gain confidence as speakers. Performance motivates verbal reasoning, argument, debate, questioning, negotiation, speculation, imagination and evaluation, (in and out of role). We have a logo specific for Performing Arts/Reading/Literacy that is woven into all SOL. This will allow students to know explicitly when there are clear links to literacy and the
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both their knowledge and skills, students share their performance work in almost every lesson to foster a love of performance.			importance of this within our Performance.
	Modelling The development of Performance work can only take place in an environment where students feel safe to explore different issues, styles, create their own pieces and share. Teachers must take every opportunity to model if they want students to be successful so students will see teacher performing and demonstrating themselves. Where written work is required at KS4 work is carefully scaffolded through portfolios to support student learning. 	Responsive teaching Questioning is a key element within Performance enabling students to think in depth about how they develop their work and reflect upon their own performances and those of others. The very nature of any performance work is fluid so lessons are often adapted to allow more or less time for rehearsals and performances. All planning focuses upon the development of skills which allows the topics to be flexible. 	Stickability Numerous studies have demonstrated a correlation between drama, music and dance involvement and academic achievement. In addition to achieving better results than their peers who do not experience the arts, students who participate in performance subjects often experience improved reading comprehension, maintain better attendance records, and stay generally more engaged in school than their non-arts counterparts. Students are required to develop movement memory, learn lines and music. The recall skills developed through Performance are invaluable throughout students academic life and beyond. 

Curriculum Implementation

Performance

The Performance Curriculum is designed to ignite our student's creativity, passion and promote a lifelong love of the Arts. Within Drama, Music and Dance students are given the opportunity to explore the world around them through the practical application of a wide range of styles, techniques and the study of practitioners. Students are encouraged to develop their group work skills as well as make independent decisions and communicate effectively. Throughout the Performance Curriculum the emphasis is on practical work and the development of performance skills and technique.



Over time we aim to ensure students develop the following skills:

Confidence & Communication - A command over their vocal and physical skills to allow them to approach a wide range of public speaking with confidence and communicate effectively.

Concentration - Working on intricate projects over extended periods of time.

Empathy and sensitivity - Understanding the viewpoints and emotions of a range of characters.

Co-operation, collaboration and team-work skills - Getting the best out of each other when striving towards a common goal.

Commitment and self-discipline - Encouraged and helped to excel when challenged, developing resilience and determination.

Creativity and imagination - An understanding of the benefits of participation in the arts, performance and creativity.

Evaluation and appreciation - An appreciation of the ways in which playwrights, choreographers and musicians create work and communicate their intentions to an audience and an ability to evaluate their own and others' work.

A variety of transferable skills which are embedded into all schemes of work and which help students to develop a range of skills. More information about this can be found below.



Transferable Skills within Performing Arts

Within the Performing Arts department we pride ourselves in teaching the students specific skills in performance, technique, creating and analysing. Alongside this, we are teaching transferable skills that students can use in other subject areas, in wider scenarios, and with the aim of helping to shape lifelong learners. Our hope is to allow students to explore and apply these skills within the Performing Arts and to see the value. All teachers are modelling the skills and explicitly reflecting on where the students have applied the skills within their lesson. The specific skills are as follows:

- Creative - when you use your imagination to create solutions
- Curious - when you ask questions and imagine opportunities
- Joyful when you display a zest for learning
- Thinking - when you plan, build, make sense of and use knowledge
- Wise - when you understand and apply connections
- Caring - when you make positive connections and show consideration for the school, others and yourselves!
- Enterprising - when you explore and act on opportunities to develop new ideas.
- Collaborative - when you work well with others with purpose.
- Persevering - when you want to know what is next and accept challenges
- Resilience - when you are comfortable being uncomfortable.

How is the curriculum planned?

The Curriculum within all three areas of Performance at Key Stage Three is designed to increase confidence, communication, leadership and group work skills as well as building on technique and application through both key stages.

The ALNS Music Curriculum is about experiencing live and digital music through creativity and performance. Musicianship skills such as playing instruments, reading notation, analysing and listening to music are taught through practical projects.

Students improvise and compose their own music, drawing on their experience with different musical styles from western and world music traditions. Students use music technology to record, edit, loop, notate and sequence music.

In Dance, the curriculum is designed to promote students' ability to feel comfortable with how their bodies move and aims to develop self-confidence and self-esteem. The key aims are to empower independent and creative learners who are able to appreciate dance as a form of expression and develop an understanding about what makes a good performance through the exploration of a range of styles, techniques and professional works.

The Curriculum in Drama is associated with play, especially play that involves pretending to be someone else. This act of 'play' is an important element of children's learning and mirrors the way that students learn in their formative years through dramatic play. The curriculum gives students a practical knowledge of how drama works as an art form and encourages them to recognise how drama is integral to cultures in different times and places. Key stage 3 develops the vital skills of independence, appreciation, concentration, cooperation, confidence, creativity, communication, and critical thinking through the practical exploration of different genres, styles and performances. Drama education is particularly closely allied to other art subjects and to English. It supports their teaching of English by developing communication skills, through practical exploration of texts and stimuli.

All departments have a progress ladder at KS3 which reflects the assessment criteria in the KS4 courses. Building performance techniques, creating work, focus and skills development. Students are encouraged to reflect on their own development and constantly target set to improve their work and build confidence. At KS4 students can study a BTEC in Music and GCSE Dance or GCSE Drama, the courses build on prior knowledge and explore a range of professional works as well as allowing students to develop their own performance techniques within a clear vocational context.

Our Curriculum is detailed through our Schemes of learning and are structured to enable students to:

- learn within a coherent chronological framework;

- learn key strategies, skills and techniques and a level of complexity that increases at each stage;

- make relevant links between techniques, styles and a range of performances;

- have progression between key stages with students being exposed to themes and content that will allow all students to access the KS4 content.

The Performance Curriculum is designed to enrich students' Cultural Capital through the experiences of live performances, professional work, visiting venues and inviting in professional artists to work with our students. As an Artsmark Gold school we are committed to developing these experiences for students at every available opportunity.

How is the curriculum delivered/taught?

The focus in all three areas of Performance is on the development of practical skills and technique along with the sharing of work and celebration of success. Within Drama, Dance and Music lessons are both theoretical and practical and are centered on developing a range of knowledge, skills and techniques that not only will prepare students for Key Stage 4 and beyond but are also invaluable across all other subject areas. Students are taught how to engage imaginatively and intellectually with all art forms and conventions through scripted and devised performances, listening to and performing Music and creating their own Dance as well as the re-creation of professional work.

Our pedagogy is supported by:

- a focus on developing students' creativity through practical exploration;

- a focus on developing students' analysis skills;

- A focus on developing students ability to justify their answers – the focus on the 'why'

- the regular use of live modelling of practical tasks to demonstrate techniques effectively and use of exemplar answers to demonstrate processes, standards and expectations of written work;

- a range of strategies to deepen knowledge of different styles of performance ·the importance of giving students regular opportunities to improve work;

Steps to success boards and used in each lesson – for Music these are physical board and for Dance/Drama they are included in each powerpoint lesson

- students understanding what they are doing well and how they need to improve;

- students developing new skills through a variety of interesting contexts to foster enjoyment;

- students developing a rich and deep subject knowledge through exposure to a wide variety of performances.

Students developing their peer assessment skills

A range of activities take place across performance with each Scheme of Learning developing the knowledge, skills and technical language that have been explored in prior learning. Students are given immediate feedback on their performance work and supported whilst creating and developing work at every stage which is always focused on improving their work and challenging their creativity. Peer learning is a vital part of Performance; students are expected to feedback on each other's work and act upon feedback received. Students are frequently used as "experts" to deliver warmups, direct short performances or lead small groups. We drive the idea of students exploring the skills and techniques and apply to their own performances. One of our strongest teaching and learning principles is scaffolding and modeling.

Students learn to express themselves in a safe environment. The main focus of teaching and learning is to encourage the free use of creativity and imagination, through exploration of story and character. Students will explore all performance subjects through looking at social themes and issues, key extracts from texts, different pieces of Music and dance and refining their skills and preparing them for the future. As their skills develop so too, does their knowledge of the performing arts industry as we prepare students who want to work in this field.

Independent Learning at KS3 is participating, and all students are encouraged to join a club which promotes their social and cultural education whilst increasing Cultural Capital. We have also introduced the 'Do Now' independent learning. Every two weeks students are set research or a reflective task which will aid their 'Do Now' oracy task for the next lesson. The idea is for students to deepen their subject knowledge as well as their oracy skills.

Technical vocabulary is displayed throughout the faculty and used at all levels. Students are required to use very specific vocabulary at BTEC or GCSE level so this is introduced early, explained and explored and linked to other words and areas of the curriculum.

Students complete research projects at KS4 into all areas of Performance and the industry so are encouraged to read and research as much as possible. It is a formal part of their assessment to present their findings and teach others about a chosen area. Students are expected to view live theatre, listen to Music and experience live Dance/Drama as frequently as possible both to support their formal arts education but also as an on-going approach to raising cultural capital.

KS4 there are coursework catch up clubs and further development opportunities throughout the year. KS4 Dance and Drama Independent Learning is set every two weeks and at times weekly. For all subject areas they are expected to attend the after school sessions. Every student completing a Performance Subject in KS4 are handed a Performance Revision Loyalty Card.

Music in KS4 students complete two components in Year 10 – they complete the components with a specific teacher, and then they swap around. The idea is to ensure that the strength of staff reflects their students' understanding and knowledge. This allows for more focus and development of knowledge for Comp 3 – which is the most challenging for the BTEC course.

We are in the process of introducing AQA Awards for our Production Crew for School Production. The proposal is that there are 5 AQA Awards that the students can complete over their 5 years at ALNS. They will complete these alongside Mrs Spencer whilst they are completing the 'production roles' for their show. These include but are not limited to set design, painting, costumes, props, fund raising, how to manage a budget, creating and selling merchandise, marketing, photography, videography, lighting and sounds. Students will also complete role/jobs during the production week.

How is the curriculum assessed?

Assessment, marking and feedback looks different across Performance, but that is exactly how it should be - we are a Performance subject! Students are assessed throughout the SOL based on their own use of a range of skills and techniques, knowledge and understanding, as well as their leadership and rehearsal skills. We also focus on the development of transferable skills. We use a range of different assessment tools within lesson for example performance, rehearsals, questioning and their own reflection of WWW and EBI which can be given verbally and noted down via our Teams form.

KS3 Tracking

We are currently working on developing and applying the use of technology across Performance. Students can regularly film themselves and then watch themselves back instantly - they then complete a form via Teams with the questions -

- What did you do well?
- An example of what you did well?
- What could you improve?
- Why could this be improved?
- How will you improve- what could you do?

We have introduced a Learning Journey in each subject area and year group. This allows us to complete the following:

- Written Learning Targets

- Attitude to Learning
- AOW
- Self reflection at the end of each SOL
- Student noting down feedback from teacher and peers

This is filled out at the end of each SOL - this will allow for clear progression and ownership of work.

This way of assessment and the questions asked is specific to the BTEC and/or GCSE requirements of self-evaluation/review. We will aim for the Distinction/Grade 9 criteria to get the students in the habit of detail and examples.

Feedback is **instant** in Performance and is also **consistent** throughout the lesson. During rehearsals, checkpoints, and final performance. This is also completed by self-evaluation, peer feedback, and teacher. It can vary in form, but the majority of the feedback given is verbal to allow students to make changes as they progress through their rehearsals and performance.

Students need to be aware that on assessment work they are being assessed on:

- **Rehearsal process** - no teacher intervention at this point. This will allow students to apply the skills explored to their own process - allows students to develop the skills of independence in readiness for KS4
- **Performance** - key skills students will be assessed on - students to be aware of these
- **Self - reflection** - students to feedback and feedforward on their own performance
- **Peer – assessment** – peers to give feedback verbally and using the newly introduced peer assessment sheet - using keywords. We use the glossaries, oracy/BLAB stickers to aid with this
- **Self reflection tool** - Students to complete Teams form this will need to be put into a spreadsheet so can be monitored

Analysis will be on engagement, attitude to learning and AOW. Refer to Learning Journey for clarification if students are working Above, On or Working Towards. We will review the AOW/AOB sheets sent out via admin, and we can then plan accordingly.

KS4 Tracking

In Key Stage 4 students will either be following the GCSE Drama, GCSE Dance, BTEC Music or Music Technology. These are both continually assessed through practical work, coursework and theory work, and the GCSE requires a written exam. Once the required hours have started then feedback is not permitted. Before this we use verbal feedback, post it notes, check lists, self-reflection, peer feedback and teacher.

At the end of each component, a summative marking sheet, which will then be checked by the lead IV (JSP currently), who would then do the final formative assessment of the work at unit completion. We ensure all coursework is marked collaboratively - meaning that every student will have their work marked twice.

For students to stay on track and for them/us to visually see their attendance, engagement and work completed there will be a spreadsheet that is RAG rated weekly.

This spreadsheet must include:

- Name
- Attendance/Hours

- Engagement/Work Completed

We will ensure this is filled out weekly - we will then be able to use this to direct our mentoring with the students, when contacting parents and for students to see and act accordingly.

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.

We weave careers throughout our curriculum from Year 7 through to Year 11. Transferable Skills are discussed and explored every lesson! With the 'theme of the fortnight' being consistent across Dance, Drama and Music. We will be exploring how we can integrate this into the CV writing process of the list of 'Transferable Skills'.

Chromebook use to support learning in Performance

Within all three Performance subjects (Drama, Dance and Music) the focus in lessons is practical as much as possible, allowing students to develop their skills and experience within the Performing Arts. The use of Chromebooks at KS3 will be used to enhance their practical experience and allow students to build their knowledge and cultural capital. The use of Chromebooks at KS4 will be for assessment use. BTEC/GCSE Component documentation is shared via Microsoft teams. There are times at KS4 where students are required to complete research projects, written tasks, film performances, evaluate their practical work and complete logbooks where Chromebooks will be used in all three subjects.

In Music Chromebook are used in every lesson. In both Dance and Drama, they are used regularly.

Always:

- Where appropriate when undertaking projects within lessons, students with Chromebooks will be able to use these to access the research sources rather than using paper copies. These will be accessed from the relevant Teams Classroom.
- In Music lesson slides are shared every lesson to pupils which includes starter activities, reading opportunities and keywords. Music performance notation is also then shared through Teams, so printing is kept to a minimum.

- The written and research assignments for both the BTEC and GCSE courses can be completed electronically using the Chromebooks where possible.
- Lessons within Teams have all been developed to be used with Chromebooks and where possible mirror the lessons being taught in school and include a practical element to develop student's skills and understanding of the topic.
- Students will use the Chromebooks to enhance their performance for example – sound effects and research tasks in Drama. Finding songs and analysis professional works in Dance. Creating Music and listening to music in Music. These are just a couple of examples of where and how we may use the Chromebooks but not limited to

At a teacher's discretion:

- ● Students will be able to use their Chromebooks in lessons when it is possible to, in place of their books to record notes and log progress. There will be times when using class books and logbooks **are** the best way for students to record their learning and staff will decide upon this for their classes.
- ● Independent learning tasks will be set that can be completed on Chromebooks and submitted electronically when it is a written task. Students working at home with other devices would also be able to do this.

THE ALNS COMMITMENT TO THE ARTS:

1

Striving for excellence – we will always aim to achieve the best possible experiences for our young people through high quality work, commitment, training and the role modelling of the highest standards in both creation and performance.

2

Emphasising authenticity - we will ensure that students experience quality Music, Drama, Art and Dance that is of a professional standard as often as possible. We strive to find the best experiences for students working with a wide range of artists, venues and practitioners.

3

Being exciting, inspiring and engaging – ALWAYS! In our teaching, performances, exhibitions, workshops and all that we do within the Arts.

4

Ensuring a positive, child-centred experience - we will ensure that we are focused on our students and getting the BEST experiences possible and celebrate both effort and success.

5

Actively involving children and young people – we will always involve our students at every stage of planning, creating, performing and responding ensuring that student choice and feedback inform all decision making.

6

Providing a sense of personal progression – we will always give students the opportunities to develop their passion, to explore their options, find the things they love to do and celebrate these developments.

7

Developing a sense of ownership and belonging – we will continue to create opportunities for ALL students to succeed, to take the lead and to develop their passion with likeminded people in a safe environment where everyone can take risks to find out what they can do!



Key Pedagogies and Strategies in Performance

DRAMA

The Circle is Magic - Starting and ending practical lessons with a circle creates equality. It provides a structure and shape to the lesson and to the group. This is the way most discussions take place within Performance as it enables focus.

Ritual - Performance in itself is a ritual. Establish clear routines and strict expectations for practical work, the sharing of performances and feedback.

Group Work - Choosing your own group is a “treat” in a Performance lesson. Groups can be formed by numbering students or using games such as finding others with the same-coloured eyes, socks etc. Students are very used to this in Performance and accept that they must work with everyone to make progress. Students work as a group not in a group and are encouraged not to be passive within group work through the assigning of specific roles within the group.

Devising – The imaginative creation of an original piece of work. Devising is a group collaboration in response to a stimulus leading to the creation of an original performance.

Teacher-in-role – The teacher takes on a character to control the drama from within and remains in role. Learning is negotiated in role, allowing teacher and student to lay aside their actual roles and create relationships which have a variety of status and power variables.

Hot Seating – The questioning of a character where the student remains in role to develop their character and back-story.

Freeze Frame – Creating a frozen moment, like a photo. This technique develops team working skills and is a very controlled form of expression that can then be interpreted by the class. It is a good way to explore more abstract concepts such as creating emotions as well as storytelling.

Thought Tracking - Thought-tracking allows the audience to hear the inner thoughts of a character. This can be used with a scene that is frozen for a moment or can be used to track the thoughts of characters within a still-image. Thought-tracking encourages students to reflect on the action of the drama and consider the point of view of the character they are playing. By allowing the group to hear the thoughts of all characters in the scene/still image, thought-tracking encourages an awareness of the views of others and the potential consequences of events/actions.

Improvisation – The plot, character and dialogue along with the story are made up in the moment without a script using a set of given circumstances.

MUSIC

Speaking an listening – through activities pupils could: discuss and question what they are learning and how it is relevant in other contexts or when using different variables; discuss and respond to initial ideas and information, carry out the task and then review and refine ideas.

Music Technology – Using digital technology, computers, MIDI, sound recording and manipulating software and digital effects to both create and enhance sounds and music.

Arranging– piece of music rewritten in a different way to the original e.g., changing the instrumentation, structure, or mood but while retaining recognisable features of the original.

Composing using creative musical ideas with the knowledge of music theory to create a song to express emotions, situations, actions.

Performing- Solitary mock style performances and run-throughs in front of peers and friends. Video or audio-recording to support students' self-evaluation and progress. Implementation of a practice plan to remedy weaknesses and reinforce strengths.

Metacognition - Metacognitive knowledge and skills are fundamental for musicians at all stages of their academic career to allow them to structure, monitor, assess and, if needed, revise practice sessions toward specific performance goals.

Cooperative Learning - frequent use of cooperative learning to enhance self-confidence, improve social skills and motivation, learn concepts faster and boost student engagement and focus.

Improvisation - explore musical ideas, styles, genres, instruments, sounds and the implementation of the musical elements through various guided techniques.

Discovery Learning - research into different musical eras, composers, performers, and historical context. Enhance independent learning skills and presentation skills through discovery learning.

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.