



Subject: Performing Arts (Dance)

KS4

Curriculum Intent:

- In both Drama and Dance we pursue the study of creativity through collaborative (co-operation) and independent (liberty) investigation and expression, supporting the other subjects in the College by providing the students with the tools to think creatively and applying these skills outside the Performing Arts classroom.
- We offer a secure programme of performance preparation training, that incorporates both academic rigour and a depth of reflection, challenging our students to work to professional standards building on the skills of communication (Stewardship), self expression, group and individual compromise and negotiation, in a respectful environment that allows the exploration and understanding of the skills required to perform confidently (Service, Co-operation, and Respect). All this is done through study of published texts/ performances/ choreography, practitioners, social and historical contexts (Rule of Law, Tolerance) and Performance skills and conventions.
- Our final aspect of study is analysis and critical appreciation of their own work and the work of others. This requires a safe and secure environment where our cultural heritage and that of others can be explored, analysed and evaluated.
- Our Key Stage 3 curriculum allows our students to understand their cultural place in our world: in Britain, internationally and in our local and wider community.
- At Key Stage 4 students develop their skills by studying for GCSE Drama and Dance, constantly aware that we are building on the skills that will enable them to enjoy success if they choose to continue at KS5 in these areas.

College Values:

We provide a fully inclusive education that enables all to flourish and reach their God given potential. We do this by living our values and serving each other with humility and love, for the greater good of all. 'For the Son of man himself came not to be served but to serve, and to give his life as a ransom for many, Mark 10:45' Our shared Christian values of Love, Co-operation, Stewardship, Respect and Service are the core of what we are about and therefore they permeate all the work that happens, whether that is inside or out of our classroom. Students are encouraged to recognise the importance of education in their own fulfilment as individuals.

Knowledge and Skills:

- Actively engage in the process of Performing Arts study in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds;
- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas;
- Reflect on and evaluate their own work and the work of others;
- Develop and demonstrate competence in a range of practical, creative and performance skills;
- Develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of a Performing Art;
- Consider and explore the impact of social, historical and cultural influences on works of Art and activities.





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Assessment:

Our assessment process has a strong emphasis on students evaluating their own work and the work of others to inform and progress. Verbal feedback is essential as it is instantaneous and can be acted on immediately. This forms the basis of all progress in the Performing Arts. The criteria outlined by the 0-9 expectations form the basis of all feedback.

Formal assessments will take place in a range of ways; performance is our main focus, end of unit tests are in line with the College's Assessment Policy; examination style questioning and performance based assessment are used throughout the courses.

Homework:

Homework is in the form of essential 'preparation for learning' by exploring, researching or developing essential key learning that either prepares, consolidates, or develops learning as an integral part of the course progress. The second form of homework is the 'rehearsal' or 'practice' of skills or performances to consolidate and reinforce learning. Both forms are designed to supplement the learning and are essential to progress.

Cultural Capital:

We provide an exposure, exploration, analysis and evaluation of a range of examples of our own cultural heritage and that of others. This includes the social, historical and cultural contexts of the piece.

We expect every student to access their creativity in developing their own cultural expressions; we expect them to participate in the presentation of their own work and the work of others, in the manner that is appropriate within the conventions, using the appropriate language and vocabulary of the Performing Arts.

All skills and knowledge deemed pivotal to success in qualifications, employment and further development are taught in every year from Years 7 - 11.

Year Ten Dance Curriculum

Topic CHOREOGRAPHY	DANCE FESTIVAL
Choreography skills	<p>Accurate and creative response to a chosen stimulus.</p> <p>Effective use of the choreographic process.</p> <p>Effective choice of actions, space, dynamics and relationships.</p> <p>Motif creation and development.</p> <p>Manipulation of number</p> <p>Effective structure.</p> <p>Creative choice of aural setting and costume.</p> <p>Effective time management.</p> <p>Development of leadership skills.</p>



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Topic <i>APPRECIATION</i>	THE PROFESSIONAL WORKS
Critical analysis skills	Develop knowledge and understanding of the 6 professional works in order to effectively analyse and interpret their: Choreographic content Costume Aural setting Staging Props Aural setting Lighting Use of camera Number and gender of dancers.

Topic <i>PERFORM</i>	SOLOS, DUETS & TRIOS
Performance skills	Mastery of all physical, technical, expressive and mental skills needed to perform effectively. Two solos of thirty seconds each (Breathe and Flux) A duet/trio performance on a given stimulus. Analysis and evaluation of your own performance and that of your peers.

Year Eleven Dance Curriculum

Topic	CHOREOGRAPHY EXAM (30%)
Choreography skills	Individual choreography task based on one of five stimulus questions prescribed by AQA. The choreography must follow the choreographic process, include clear motifs and motif development as well as: Effective structure Interesting and appropriate aural setting Exceptionally creative use of actions, space, dynamics and relationships (if a duet/trio/group dance is chosen).

Topic	PERFORMANCE EXAM (30%)
Performance skills	Two solo performances and one duet OR trio performance. Both performances strive to demonstrate mastery and exceptional execution of all performance skills (physical, technical, expressive and mental). These performances begin life in Year 10 and continually developed and improved in the weeks prior to the exam.



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Topic	THEORY EXAM (40%)
Critical analysis skills	Knowledge and application of subject specific terminology. Evaluation of your practical work, choreography and your solo and duet/trio. Critical analysis of: Choreographic content Costume Aural setting Staging Props Aural setting Lighting Use of camera Number and gender of dancers of the 6 professional work.

