

Subject sentence – What do we do?

Dance within the Performing Arts is more than just an opportunity to learn performance skills but quite often can be an avenue through which students realise how their unique individualities are to be celebrated and valued. Built on a culture which fosters a love of learning alongside working hard and being kind, the Dance curriculum has been thoughtfully considered, is engaging and relevant in content. Furthermore, these subjects and learning further the future choices and opportunities for our students.

How does Performing Arts equip students with powerful knowledge?

Group work forms a large part of the tasks students are exposed which develops an understanding of, and ability to participate in, relentlessly positive collaboration. This, alongside extensive exploration of styles,, helps to build sympathy, empathy and respect for all people. Pupils are taught and expected to engage in analysing, critiquing, questioning and challenging different bodies of work from that of peers and themselves to local and well known specialists.

What skills and cultural capital do students gain in Performing Arts?

The Professional Dance productions focuses on within Performing Arts have been picked specifically to engage students with content and concepts which reflects the diversity of life. These expose students to a wide variety of genres, styles, concepts and perspectives. Opportunities to engage with professional productions and experienced specialists also enable students to better understand the future careers and opportunities that studying Dance and Performing Arts leads to.

How is the Performing Arts curriculum designed?

We are unapologetic about the spiral nature of Performing Arts. Skills and concepts explored at a rich and in-depth level in KS4 are explicitly covered at earlier stages in students learning. This includes key threshold concepts of Creation, Rehearsal, Performance, Analysis, Interpretation and Evaluation. We have introduced dance as a KS3 topic within PE, CPD is led by specialists and resources are carefully created to both support and challenge the students.

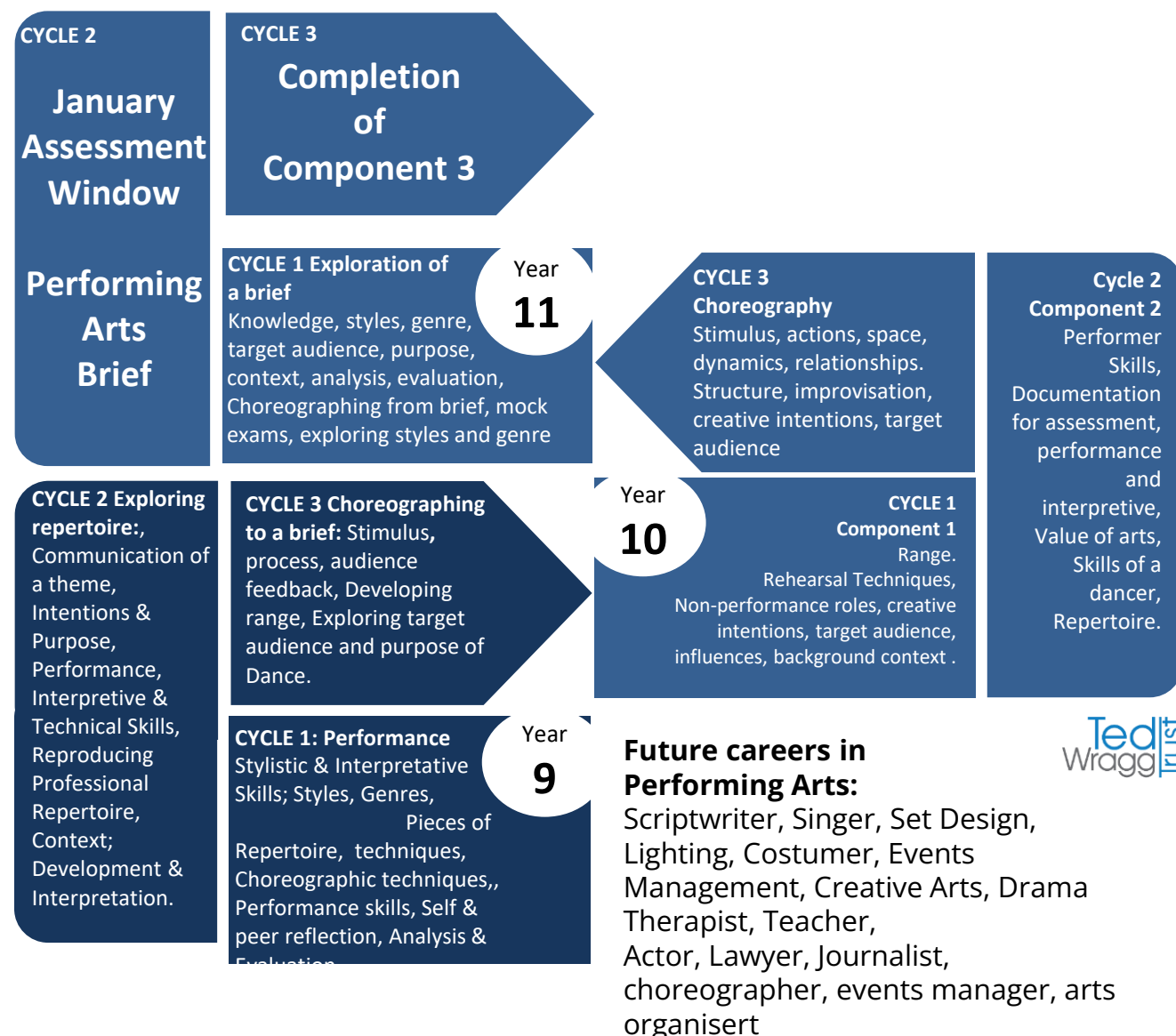
How do you use retrieval practice?

Within Dance and Performing Arts, students begin each lesson with an opportunity for retrieval through Do Now tasks which are guided by recent learnings. Whilst these may relate to theoretical understanding, activities and tasks involved in performance also build in opportunity for retrieval of practical skill and application.

What content do you not cover (that others might) and why?

What opportunities exist for students to develop wider understanding of performance or engage as members of the audience?

Through St James Electives Programmes, which builds opportunities for development in Creativity, Action and Service, KS3 students are able to participate in up to three Performance Showcases per year. St James's Performing Arts Department has also partnered with Exeter University's Community Theatre Project allowing for Performing Arts students to support the development of our Performing Arts learning whilst sharing and presenting their higher-education developed skillset. Annual project in partnership with Sadlers well's.



Example practitioners

Bob Fosse, Matthew Bourne, Merce Cunningham, Jack Cole, Fred Astaire, Jerome Robbins, Christopher Bruce, Akram Khan, Richard Alston, Katie Prince.

Styles of dance: Contemporary, Jazz, Modern, Ballet, Street, Capoeira, Musical Theatre, Lyrical, Fosse.

