

## Dance & Drama rationale and curriculum Post 16

### Rationale

The dance/drama curriculum at Post 16 aims to provide opportunities to inspire and develop a broader awareness of and lifelong interest in the arts. Students are provided with rich and varied learning opportunities in which they can; explore artists/organisations, attend dance/drama performances, participate in dance/drama workshops both in school and the wider community, achieve nationally recognised arts accreditations and access work experience opportunities with Post 19 arts providers to promote awareness of choice after Post 16. It promotes student learning, enriched by the use of accreditations meeting individual needs and celebrating their successes, through encouraging peer feedback and self assessment and by developing partnerships and links with arts practitioners who offer creative experiences from a diverse range of styles and cultural backgrounds. It offers students' environments in which to develop specific dance skills/drama techniques and to become "creators" through choreography/improvisation. It allows for student voice, encouraging individual responses, group discussion, decision making and enabling personal expression, reflection and emotional well being.

The curriculum will allow students to develop the following Cross-curricular, Personal, Learning and Thinking skills:

- Independent enquiry
- Self-management
- Reflective learning
- Effective participation
- Creative thinking
- Team working
- Applying English, maths and ICT relevant to research and development of ideas.

### Accreditation

ASDAN Towards Independence areas covered as appropriate to individual student abilities. These include:

PMLD - Multi-Sensory - Movement Programmes (Sensory Dance) and Other Therapies (Sensory Drama)

Creativity - Costume Performance

Plus AQA units (Pre Entry Level) in Performing Arts

SLD - Performing Arts

Creativity - Costume Performance

Plus Arts Award Bronze

BATD Dance Examinations

AQA units (Entry Level & Level 1) in Performing Arts

## Key concepts and Processes

### **1. Knowledge and understanding.**

Through inclusion in dance/drama students will;

- Have access to a stimulating environment.
- Have opportunities to develop whole body control and focus on dance skills including; travelling, turning, gesture, level, speed, direction and to understand the benefits and changing dynamics of working alone, with a partner or as a group.
- Have the opportunity to explore techniques and compositional ideas to choreograph pieces of dance
- Have the opportunity to develop their drama skills by exploring themes, resources, techniques etc EG acting in role, hot seating
- Have the opportunity to develop their imagination and expressive//receptive language skills
- Have the opportunity to look at and respond to a range of experiences and dramatic texts

### **2. Participation.**

Through inclusion in dance/drama students will;

- Participate in a sensory dance programme covering a range of dance styles/genres of music
- Have the opportunity to participate in delivered units including; Warming Up, Mime, Role Play, Using Costumes and Props, Creating Scenery, Lighting and Sound, Watching Performances and Putting on Performances.
- Have the opportunity to take BATD Dance Exams Level 1 to 5.
- Have opportunities to take part in different arts activities, visits and workshops and record what inspires them.
- Have the opportunity to develop creative and leadership skills and gain recognition through national qualifications.
- Have the opportunity to showcase their work in front of a variety of audiences.
- Have the opportunity to explore arts organisations and artists.

### **3. Development.**

Through inclusion in dance/drama students will:

- Produce pieces of dance that demonstrates their developing dance skills and creativity.
- Showcase their work with others and record information from feedback and comments made.
- Adapt and improve their work in response to feedback, reflection and discussion.
- Begin to use some dance/drama vocabulary and express meaning/emotion in their work.
- Reflect on past arts experiences and consider new arts experiences to explore.
- Recognise their skills and achievements and develop confidence.
- Become aware of the processes involved in a project, including selecting equipment and resources, the time frame involved and developing the perseverance and determination to complete it.
- Attend/watch a variety of live/recorded performances and begin to indicate or discuss a preference.

## CURRICULUM LINKS

### PSHE

#### *Personal Wellbeing*

Opportunities to be involved and interact with dance/drama and artists/arts organisations on a range of projects will assist raising students' aspirations and develop their ability to reflect on their own and other's strengths and achievements.

#### *Citizenship*

Opportunities to engage and respond to the environment will assist the students' ability to transfer observations, skills and knowledge acquired through the arts to other settings.

#### *Advocacy and Representation*

Opportunities to communicate and participate in arts discussions, to evaluate different viewpoints and negotiate with a range of different people both in school and the wider community will help inform their decision making, encourage them to consider others and make informed compromises within the group.

#### *Taking Informed and Responsible Action*

Opportunities for students gain an understanding of how dance/drama and artists/arts organisations contribute to the local, national and global community and how it relates to their lives. Students will consider the impact of the arts in the community, how people react to it and how it is maintained.

### ENGLISH

#### *Speaking and Listening*

Students will have the opportunity to speak and listen in different contexts including class group discussions, in arts workshops, to visiting artists, through peer feedback and self assessment.

#### *Reading*

Students will have the opportunity to read a variety of non-fiction texts in the process of researching projects and artists or obtaining information relating to dance/drama performances.

#### *Writing*

Students will have the opportunity to write in a variety of different contexts including; keeping arts logs/diaries, evaluating their own and others performance, recording responses as an audience member.

### MATHEMATICS

#### *Applications and Implications of Mathematics*

Students will have the opportunity to apply their mathematical skills to their dance work, in particular when thinking about beat, rhythm and phrases of movement challenges

**ICT**

***Capability***

Students will have opportunities to use a wide range of ICT resources to research artists and to use as a tool for reflecting on and evaluating their own work.