



### Subject: Foundation Skills

#### Module 1

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>What is it like at the centre of the circus ring, in the spotlight, feeling the tingle of adrenalin and the buzz from the crowd? The KS3 Performance Studies curriculum is launched with the study of 'The Greatest Showman'- the recent popular film that tells the story of a visionary who rose from nothing to create a spectacle that became a worldwide sensation.</p> <p>To compliment the evolving arts sector that increasing emphasizes multi-disciplinary practices, this topic will allow students to develop skills in both Dance and Drama. Students will gain an understanding of the 'etiquette' and self-discipline required to be successful as performer, creator and audience member within the theatre-sector. Students will be introduced to career pathways within the Performing Arts.</p> <p>Participating in a series of enjoyable games and group activities is designed to spark interest and develop critical skills needed within Performance Studies. Recreating the movements and style of Pierrot, students explore Mime and link it to the theme of 'circus' recreating the magic found in the big top. And encapsulating the energy of the blockbuster film, students will learn a dance routine set to one of the film's musical hits.</p> <p>The unit culminates with the creation of a devised performance that combines both mime and performance of the set routine. In preparation for this module, students should watch 'The Greatest Showman' (PG).</p>		
Essential		Core	
<p><b>The Big Questions</b> (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>• What is meant but 'rehearsal etiquette' and can I demonstrate this?</li> <li>• What is meant by 'audience etiquette' and can I demonstrate this?</li> <li>• What is mime and can I demonstrate a basic mime?</li> <li>• What is the synopsis in 'The Greatest Showman'?</li> <li>• Can I learn movement from visual demonstration and spoken instruction?</li> <li>• How do I use motor skills to control isolated body parts and whole body?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the ingredients of effective mime, and can I demonstrate them?</li> <li>• What are the themes in The Greatest Showman?</li> <li>• What are the six basic dance actions, and can I identify them within a sequence?</li> <li>• Can I embellish my movements using a range of body parts and giving a sense of style to the execution of movement?</li> <li>• What is unison?</li> <li>• What is canon?</li> <li>• What are levels in dance?</li> <li>• What is a formation?</li> <li>• What is a pathway?</li> <li>• Can I identify a WWW and EBI in others' performances?</li> </ul>	<p><b>Ambitious</b></p> <ul style="list-style-type: none"> <li>• What is meant by dynamics and how can these be applied in performance?</li> <li>• What is meant by the term choreographic device?</li> <li>• What are dance relationships, and how can they be applied in choreography?</li> <li>• What can you do as a performer to be engaging on stage?</li> <li>• How can I develop by technique?</li> <li>• Can I explain how individuals might improve their performance?</li> </ul>

The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge	
	Skill/Technique	How will this skill be developed?
	<p><u>General</u> Participation within different 'circles of attention'- ability to work with discipline on solo, duo, group and whole class tasks.</p> <p>Communication and collaborative skills</p> <p>Audience skills- Students will be required to watch their peers performance and contribute WWW/ EBI.</p> <p><u>Choreography</u> Choreographic skill- Students will be given structured creative tasks that relate to set taught movement, inspired by 'The Greatest Showman'.</p> <p><u>Performance- Dance</u> Physical skills (balance, control, coordination, extension, flexibility, mobility, isolation, alignment, posture, strength, stamina)</p> <p>Technical skills (action content (eg travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight)</p> <p>Expressive skills: projection, focus, spatial awareness, facial expression, phrasing.</p> <p>Mental attributes:</p> <ul style="list-style-type: none"> <li>• musicality</li> <li>• sensitivity to other dancers</li> <li>• communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to maintain audience etiquette for the duration of longer performances</li> <li>• Ability to describe and interpret performances</li> <li>• Ability to give others suggestions for development</li> <li>• Complex spatial design: direction, pathways, formations, levels, planes, proximity, symmetry/ Asymmetry</li> <li>• Structure and timing: working with/ without counts, dynamic range, use of structural devices such as canon</li> <li>• Choreographic devices: ability to use a greater range of choreographic devices with an increased level of sophistication</li> <li>• Ability to choreograph material using more open ended tasks. Ability to self-direct task from stimulus.</li> </ul> <p>Students learn physical, technical, expressive and mental skills through participation in lessons::</p> <ul style="list-style-type: none"> <li>- Copying movement phrases</li> <li>- Listening to teacher and peer feedback</li> <li>- Observing role-modelling by teacher/ peers</li> <li>- Repetition of movement in rehearsal</li> <li>- Use of mirror (where possible)</li> <li>- Set exercises designed that build in complexity and build muscle groups and develop motor skills</li> <li>- Guide students through choreographic tasks such as; creating your own work using the knowledge of the basic dance actions.</li> <li>- Set choreographic tasks to develop a set of movements using choreographic devices and interesting developments to make work more creative</li> <li>- Watching peers work</li> <li>- Making improvements to own work by appreciating others practical work and providing feedback</li> <li>-</li> </ul>

	<p><u>Performance- Drama</u> Physical skills- facial expressions, gesture, movement, posture, body language</p> <p>Vocal skills- Pitch, pace, tone, volume</p>	<p>Students will apply Drama techniques to more open-ended tasks and be required to consider contexts more deeply.</p>
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