



Subject: School Show!

Module 2

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>Lights! Camera! Action! To celebrate the and coincide with the whole school production, students will collaborate as a year group to create and perform in a show. Students will learn about the show they are performing in, work together to create an ensemble movement piece, wow the crowd and catch the 'performance bug' through a memorable showcase of numbers bespoke to each class and open for friends and family to watch.</p> <p>This module will give students the opportunity to experience performing in a real show, to an external audience. Students will develop self-confidence, commitment and self-discipline. Students will also learn about behind the scene roles through participating in technical rehearsals.</p>		
	Essential	Core	Ambitious
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> What makes an effective performance? What skills are needed to succeed as a group? Why is independent rehearsal important? What is a technical rehearsal? Can I demonstrate appropriate etiquette in technical rehearsal? 	<ul style="list-style-type: none"> Can I demonstrate effective performance skills to make a positive contribution to the piece? Can I demonstrate team skills such as spatial awareness and cooperation, supporting others and working towards mutual goals? Can I demonstrate evidence of independent rehearsal? Why is a technical rehearsal important to the success of the show? Can I take on feedback in technical rehearsal and adapt my performance appropriately for the realms of the performance space? 	<ul style="list-style-type: none"> Can I demonstrate highly effective performance skills to make a positive contribution to the piece and demonstrate success to others? Can I demonstrate leadership within group activities and role model the highest standard of 'rehearsal etiquette' at all times? Can I rehearse regularly at home, and also offer support to other members of the group who are unsure of the movements? Can I organize and seek out opportunities to rehearse? Can I undertake complete professionalism throughout all times in the technical rehearsal?
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	
	<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>	<ul style="list-style-type: none"> Ability to maintain audience etiquette for the duration of longer performances Ability to describe and interpret performances Ability to give others suggestions for development 	

	<p>Audience skills- Students will be required to watch their peer’s 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.</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"> • musicality • sensitivity to other dancers • communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). 	<ul style="list-style-type: none"> • Complex spatial design: direction, pathways, formations, levels, planes, proximity, symmetry/ Asymmetry • Structure and timing: working with/ without counts, dynamic range, use of structural devices such as canon • Choreographic devices: ability to use a greater range of choreographic devices with an increased level of sophistication • Ability to choreograph material using more open ended tasks. Ability to self-direct task from stimulus. <p>Students learn physical, technical, expressive and mental skills through participation in lessons;;</p> <ul style="list-style-type: none"> - Copying movement phrases - Listening to teacher and peer feedback - Observing role-modelling by teacher/ peers - Repetition of movement in rehearsal - Use of mirror (where possible) - Set exercises designed that build in complexity and build muscle groups and develop motor skills - Guide students through choreographic tasks such as; creating your own work using the knowledge of the basic dance actions. - Set choreographic tasks to develop a set of movements using choreographic devices and interesting developments to make work more creative - Watching peers work - Making improvements to own work by appreciating others practical work and providing feedback -
	<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>