



The Creative and Performing Arts Department

Aims of the Department

The Creative and Performing Arts faculty consists of Dance and Drama. As a faculty, we strive to offer a varied and comprehensive curriculum that enables all students to thrive within their learning environment. We pride ourselves on developing our students into creative, informed and confident people through fostering their enjoyment of all aspects of the Performing Arts. We embody independent thinking and problems solving to ensure our students are capable and reflective performers.

Facilities

The Creative and Performing Arts Department has an array of facilities that support the delivery of high quality lessons. The Charles Dickens School has a theatre with the seating capacity for an audience of 280. The theatre is equipped with retractable chairs for flexible performance space, lighting equipment, sound desk and PA system. The theatre is available for class performances, extra-curricular activities, examination performances and department performances.

Within the department area, there are three teaching classrooms. The Drama Studio is complete with performance space, and a theoretical working area. The Drama studio is equipped with a projector, interactive whiteboard, lighting rig, sound desk and PA system. The Dance studio is equipped with full length mirrors and PA system.

Both Dance and Drama have access to computer facilities and a theoretical classroom specifically for The Creative and Performing Arts Department.

Key Stage Three

At Key Stage Three, students access Dance and Drama in streamed pathways. The Grammar pathway have one hour over the two week timetable, Main pathway have two hours over the two week timetable and Secondary Ready have three hours over the two week timetable.

Within Key Stage Three, the Drama Department focuses on developing fundamental technical, creative, performance and evaluative skills. Students study three topics per academic year, these cover performing set texts, assessing set texts, devising, improvisation, Physical Theatre, non-verbal communication, The History of Theatre and production design.

Students are assessed by combining theoretical work and performance material. Assessments take place in two stages, mid-term and end of topic assessments.

Within Key Stage Three, the Dance Department focuses on developing technical, interpretive, stylistic, performance and evaluative skills for a range of Dance Styles. Alongside the physical development, students also assess professional repertoire to develop their own performances enabling them to establish knowledge in choreographic processes and development. Students study three topics per academic year, these cover the basic five Dance actions, Identifying Principles in Contemporary Dance, Developing Principles in Contemporary Dance, Street Dance, Rock 'n' Roll, Musical Theatre and The Choreographic Process. Students are assessed by combining theoretical work and performance material. Assessments take place in two stages, mid-term and end of topic assessments.

Key Stage Four

Drama students study Pearson Edexcel Drama 1-9. Students start to study their GCSE options in year 9, therefore, they have three years to cover the course content. During the course, students study a variety of drama techniques and learn about performance skills and qualities, plus study two plays. Students also develop personal management skills and learn how to work as a team. Students focus on use of voice and movement, drama techniques and strategies, the rehearsal and performance process. In addition to this, students will also learn about the role of design elements in a production (sound, lighting, costume and set).

There are two Controlled Assessments worth 60% and one written examination worth 40%

Component One – Devising: 40% of the qualification (60 marks). Students have to create and develop a devised performance from a stimulus; perform, or create design elements for, the devised performance; and analyse and evaluate the devising process and performance. They will produce a portfolio showing the creating and developing process and the analysis and evaluation of the process and performance/design (45 marks) and a devised performance or design realisation (15 marks).

Component Two – Performance from a Text: 20% of the qualification (48 marks). Students perform and/or design for two key extracts from a performance text. They can perform monologues, duologues or group extracts. There is also a design pathway within this component (costume, sound, lighting, set design).

Component Three – Theatre Makers in Practice: 40% of the qualification (60 marks). This component is a written examination (1 hour 30 minutes). Section A: Bringing Texts to Life requires students to answer questions covering performance, direction and design aspects of production (45 marks) Section B: Live Theatre Evaluation consists of two questions that require students to analyse and evaluate a live theatre performance they have seen.

Dance students study Pearson BTEC Tech Award in Performing Arts: Dance Approach. Students start to study their GCSE options in year 9, therefore, they have three years to cover

the course content. During the course, students explore a range of professional repertoire that use Contemporary and Jazz technique. Students assess the approach, process and creative intentions professionals have used to develop work. Students will gain an in-depth understanding of the roles and responsibilities required to be a successful dancer, and apply them to a vocational context. In addition to this, students develop technical, interpretive, stylistic and performance skills when learning, developing and creating choreography that will be showcased to specific target audiences.

The structure of the course is synoptic, comprising of three components:

Component One is Exploring the Performing Arts: students will learn about different styles of dance and approaches to choreography. Students study existing dance repertoire (BalleyBoyz Young Men, Matthew Bourne Swan Lake and Anne Teresa De Keersmaker Rosas Danst Rosas) and analyse roles, skills and relationships; processes and techniques used in rehearsal and performance. The final assessment includes a research journal, teacher observations, recordings of workshops and a written report.

Component Two is Developing Skills and Techniques in the Performing Arts. Students learn skills and techniques used in rehearsal and performance. Students explore performance repertoire from Contemporary and Jazz performances. They learn professional repertoire, create their own choreography and plan a performance showcase. Assessment includes teacher observations, recordings of classes, workshops, rehearsals, performances, peer observations and a logbook containing self-review and target-setting.

In Component Three, Performing to a Brief, students work through the creation and realisation processes of production to generate a performance for an audience. Students are provided with a theme and stimulus for the performance, they then have eight hours to create a 15 minute performance. Students complete one practical and three theoretical assessments for this component. The first assessment requires students to write an ideas log, reflecting on the theme, stimulus and research they have conducted. The second assessment requires students to explain how they have developed their skills and performance. The third assessment requires students to perform their choreography to their target audience. The fourth assessment requires students to evaluate their performance against the examination brief.