



SUSI EARNSHAW

School of Academics & Performing Arts

Performing Arts Department Policy

Last updated: July 2021	Next review: July 2022
Ratified by: Julia Hammond and Susi Earnshaw (Head and Proprietor)	Date: July 2021

Curriculum Statement

At the Susi Earnshaw Theatre School, we offer a high level of education in the Performing Arts. This is reflected in the division of our school week. Mondays and Fridays being our vocational study days and Tuesday, Wednesday and Thursday being our Academic study days. In terms of vocational, we aim to deliver specialist training in varying aspects of Dance, Drama and Music across the whole school.

All vocational staff adhere to the schools Safeguarding and Child Protection Policy which has been written in line with Keeping Children Safe in Education (September 2016). Staff understand it is everyone's duty and responsibility to safeguard the children.

Dance

Pupils at the Susi Earnshaw Theatre School study Ballet; Tap; Jazz; Street and Contemporary Dance, in which they are encouraged to explore both the technical and creative aspects of the subject. Pupils are split into year groups for the majority.

Ballet

Ballet is taught from year seven through to year 11. The syllabus covers basic to advanced classes in

- Formal ballet training
- Posture, placement, alignment
- Turnout
- Free movement

- Character work
- Correct body/foot work Combinations
- Terminology
- Style and technique
- Strong emphasis on learning skills

Tap

Tap is taught from year seven through to year 11 Classes are based on developing students:

- Rhythm appreciation
- Strength
- Style
- Vocabulary of steps and standard combination from the recommended syllabus
- Combination in exercise and routines
- Tempos and rhythm

The syllabus covers;

- Basic to advanced tap manipulation and amalgamations
- Correct body/foot articulations
- Terminology
- Combinations
- Strong emphasis on learning skills
- Style and technique
- Advanced concepts and techniques
- Sound rhythms, tone quality and accent accuracy
- Rhythm patterns, steps syncopations
- Freestyle improvisation
- Variations of arms

Jazz

Jazz is taught from year seven through to year 11

Aims

- To develop the students dance ability with regards to technique and choreography, through a series of exercises based on co-ordination, technique and isolation
- Include routines, in various different styles of Jazz
- Develop students own choreography
- Develop style, performance and presentation
- Develop musicality and dynamic quality.
- To develop the student knowledge of stage, screen and dance musicals

- To study the dance of various influential Jazz choreographers E.g. Bob Fosse and Jerome Robbins

Jazz classes cover basic and advanced classes in;

- Posture and alignment
- Travelling work
- Dance combinations, routines and choreography
- Style and technique
- Co-ordination and isolation.
- Technical skills, i.e. flexibility and strength
- Performance skills, i.e. facial expressions and emotional engagement

Contemporary

Contemporary is taught from year seven in preparation for their GCSE Dance which is based around the contemporary technique.

Aims and Objectives

- To improve overall performance of dance
- To learn a variety of tempos and rhythms
- To learn the importance of contemporary for a dancer To gain body awareness
- To build self-esteem and confidence
- Lengthen, strengthen, and tone the muscles
- Improve flexibility
- Posture

GCSE Dance

Pupils at SETS start their GCSE Dance (AQA) training in year nine and sit their final exams in year 10 or 11.

Dance Theory

Dance theory is taught from year seven onwards and focuses on the origins of various dance styles looking at the Pioneers, and the Anatomy of a Dancer.

To teach how contemporary helps with all forms of dance

Theory comprehension of contemporary and its origins

Working with a variety of tempos and rhythms

To give the pupils a deeper understanding of how the body moves, focusing on curves, contraction and release.

To help the pupils develop an original dance vocabulary
To work towards a variety of different stimulus's and starting points and to work with a variety of contrasting styles of music.

Drama

Like Dance, there are many also many different types of Drama taught at SETS. These include; Method Acting; Characterisation; Improvisation; Audition Technique; Scripted Work; Acting for Film and Speech. It is mandatory for each pupil to take a LAMDA (London Academy of Music and Drama) exam in Speech each year.

Speech and Drama

Pupils study many different aspects of Speech and Drama including.

- Acting techniques and practitioners
- Theatre history
 - Characterisation
 - Stage Craft
- Improvising and Devising
 - Audition technique
 - Sight reading
 - Acting for Stage and Screen
- Acting for Radio
- Breath control, tone, pitch, pronunciation, and articulation.
- Dialects and accents

Singing

Pupils study Singing with reference to Vocal Technique, Repertoire, Solo and Group and have one to one personal vocal development classes. They also study music theory up to grade 5.

The Vocational curriculum offered is designed to:

Enable pupils to develop self confidence

Enable pupils to develop skill and confidence in their talent

Instil the importance of self-discipline and strong work ethic in achieving success.

Ensure that pupils are taught a range of Performing Arts subjects to help them fulfil their potential

Prepare pupils to progress to further vocational training in the Performing Arts Prepare pupils to be supported in any further vocational or academic education they may choose to take