



Performing Arts @ St Bart's – Skills Progression

Dance Technique				
	<i>Spatial Awareness</i>	<i>Strengthening & Core</i>	<i>Body Alignment</i>	<i>Choreography</i>
Year 1	To create a travelling phrase – bounces and jumps in pairs or threes	Isolation exercises (heads and shoulders)	Plies in first position, ballet arms and feet in first and second position.	Body signature Turn and jumps ('Spiderman'),
Year 2	To learn a travelling phrase – include criss-crosses	Isolation exercises (heads, shoulders and arms)	Plies in 1 st position and introducing 2 nd position, ballet arms and feet from 1 st to 3 rd position. Tendue exercise and devant.	Developed body signature, introducing fluidity 'Spiderman', Monkey flip
Year 3	To learn a travelling phrase – introducing in a circle pattern	Isolation exercises (heads, shoulders and arms), jumps to each direction, leg stretches	Plies in 1 st position and 2 nd position, and on a rise, ballet arms and feet from 1 st to 4 th position. Tendue exercise, devant and second.	Body signature, travelling using the space 'Spiderman', Monkey flip, Scorpion
Year 4	To learn a travelling phrase – including 2 groups travelling from opposite directions and interweaving	Isolation exercises (heads, shoulders and arms), jumps to each direction, leg stretches, foot exercises (ball and point etc)	Plies in 1 st position and 2 nd position, and on a rise, ballet arms and feet from 1 st to 4 th position. Tendue exercise, devant, second and derriere. Grand battement.	Body signature, in pairs, learning each other's signatures – putting choreography together. 'Spiderman', Monkey flip, Scorpion, Handstand twist
Year 5	To learn 2 travelling phrases – introducing step-ball changes	Isolation exercises (heads, shoulders and arms), jumps to each direction, leg stretches, foot exercises (ball and point etc), introducing sit-ups	Full plie exercise. Full tendue exercise. Full grand battement exercise. Full arms and feet positions.	Body signature, in groups, learning each other's signatures – putting choreography together. 'Spiderman', Monkey flip, Scorpion, Handstand twist, Forward roll
Year 6	To learn both prior travelling phrases – including step-ball changes and introducing strikes and jetes	Isolation exercises (heads, shoulders and arms), jumps to each direction, leg stretches, foot exercises (ball and point etc), sit-ups, introducing "the plank"	Introduce a travelling phrase. Chasse, pas de bourree, glissade, pas de chat	Body signature, in groups. Learn a choreographed routine from a choreographer, rehearse and perform to a "live" audience/film. Evaluate. 'Spiderman', Monkey flip, Scorpion, Handstand twist, Forward roll, all in unison.

Acting Technique			
	<i>Learning Lines</i>	<i>Vocal Work</i>	<i>Story Telling</i>
Year 1	Read and learn a poem and simple lines	Deliver poem using vocal projections	Explore a character or background to a poem, utilising vocal projections
Year 2	Read and learn a poem and simple lines, in pairs	Deliver poem using vocal technique, breath and projections	Deliver with a clear knowledge of the character, utilising vocal technique, breath and projections
Year 3	Choose and learn a monologue and a poem	Deliver monologue displaying vocal technique, projections and breath	Deliver a monologue with a clear knowledge of character and story, utilising vocal technique, projections and breath
Year 4	Choose and learn a monologue and a duologue	Deliver monologue and duologue, displaying vocal technique, projections and breath – introduce correct intonation, inflection and emphasis	Deliver a monologue and duologue, displaying character confidently, utilising correct intonation, inflection and emphasis
Year 5	In groups, learn a scene from a play	Perform scenes from a play, displaying vocal technique, projections and breath – develop correct intonation, inflection and emphasis - introduce accent work	Deliver play scenes, utilising accent work and developed characterisation
Year 6	Learn a part for a play and take part in a class production	Perform scenes from a play, displaying vocal technique, projections and breath, showing evidence of strong character work including accents, correct intonation, inflection and emphasis.	Deliver play scenes – “hot seat” knowledge of background for scripted work – utilising accents, correct intonation, inflection, emphasis and strong, developed characterisation.

Performance Technique			
	<i>Rehearsal Development</i>	<i>Characterisation</i>	<i>Evaluation</i>
Year 1	<ul style="list-style-type: none"> Learn an ensemble piece over a period of sessions 	<ul style="list-style-type: none"> Perform, in character, utilising vocal projections. 	<ul style="list-style-type: none"> Record what you enjoy about a performance
Year 2	<ul style="list-style-type: none"> Learn an ensemble piece over a period of sessions, showing a good understanding of character and story 	<ul style="list-style-type: none"> Perform with a clear knowledge of the character, utilising vocal technique, breath and projections 	<ul style="list-style-type: none"> Record what you enjoyed about your own performance
Year 3	<ul style="list-style-type: none"> Demonstrate a good knowledge of performing arts in class and rehearsal 	<ul style="list-style-type: none"> Perform with a clear knowledge of character and story, utilising vocal technique, projections and breath 	<ul style="list-style-type: none"> Positively critique a group performance
Year 4	<ul style="list-style-type: none"> Demonstrate a high level of commitment to technique class and performance rehearsal 	<ul style="list-style-type: none"> Perform, displaying strong character, utilising correct intonation, inflection and emphasis – delivering with confidence and creative flare 	<ul style="list-style-type: none"> Write a review of own or a group performance
Year 5	<ul style="list-style-type: none"> Demonstrate a high level of commitment to technique class and performance rehearsal, expressing own creativity and individuality 	<ul style="list-style-type: none"> Perform utilising accent work and developed characterisation - showing a clear understanding of a character, confidently delivering a stylised portrayal of a character 	<ul style="list-style-type: none"> Write a review of own or a group performance. Review in detail own strengths and weaknesses of own performance
Year 6	<ul style="list-style-type: none"> Demonstrate a high level of commitment to technique class and performance rehearsal, expressing own creativity, individuality, storytelling and characterisation 	<ul style="list-style-type: none"> Perform utilising accent work and strong delivery of characterisation - showing a clear understanding of a character, confidently delivering a stylised portrayal of a character, with skill, ease and expertise, to a live audience or film 	<ul style="list-style-type: none"> Review in detail own strengths and weaknesses of own performance, with considered conclusions

Stage Craft

We expect all of our children to experience and work towards being able to:

- Use and apply stage positions and directions
- Take ownership over props and use effectively
- Learn cues and exit/entrances appropriately
- Understand and use back-stage etiquette
- Learn and implement types of scene transitions
- Understand production health and safety protocols
- Learn to independently cope with errors in performance
- Work as a team to keep a performance going

Personal Development & Confidence

Before the children leave St Bart's, they will...

- understand and appropriately express own emotions
- develop a positive self-image
- participate in great teamwork
- have good listening skills
- successfully demonstrate concentration and focus
- have a good memory and recall
- be critical thinkers, engaged in and able to contribute to creative discussions
- share and explore their ideas and those of others
- display good movement skills, and have a strong awareness of their physicality, with well-developed gross-motor control
- have a sense of purpose and place in community
- have good musicality
- be able to identify and develop their personal talents
- be fully inclusive of all
- understand and highlight diversity
- be a champion for everyone's personal development
- demonstrate courageous advocacy
- values promoted through creative storytelling
- understand the importance of creating a safe working environment where everyone is valued

All pupils keep a "performance diary" to include:

- Skills learned and achieved
- Evaluations of strengths and weaknesses
- Personal and group achievements
- Inspirations and role models
- Aspirations
- Pictures of highlights
- Personal reflections on the impact e.g. own wellbeing and development