Scholars scheme

Scheme of Work

2023-2024

bbodance

Structure of Scheme

For over 50 years, the bbodance Scholars Scheme has been offering talented students the opportunity to receive additional training with some of the most respected teachers in the UK.

From Autumn 2022, the scheme will provide specialised training in Classical Ballet and Jazz (non-syllabus based). It will consist of fortnightly classes held in Birmingham (with Senior Ballet classes held in London), and an intensive weekend during the Easter holidays that allows students to showcase what they have learnt throughout their time on the scheme.

Scholars classes help students develop artistry, technique, musicality, and performance skills and acceptance onto the scheme will be via audition each year. Various awards will be presented to outstanding Scholars students, including a prize of £2000 towards vocational training to the Senior Scholar of the Year!

Aims & Learning Objectives

- To develop and refine the technique required for the relevant level (Junior, Mid or Senior) in relation to the bbodance Graded Examination specifications
- To develop artistic and performance skills, demonstrated via the presentation of work at Scholars Weekend
- To explore repertoire from at least two different Ballet or Musical Theatre productions to embed wider understanding of dance to enhance performance

Term 1

For **Ballet**, focusing on the relevant syllabus vocabulary for each level in the technique class:

Juniors: Grades 3 – 4

Mids: Grades 5 – Intermediate Foundation

Seniors: Intermediate & up

Then focusing on Ballets by Sir Frederick Ashton period for the repertoire class. For example:

La Fille mal gardée (1960), Cinderella (1948), Les Patineurs (1937), Symphonic Variations (1946)

For **Jazz**, focusing on the relevant syllabus vocabulary for each level in the technique class:

Grades 5 & up

Then focusing on several pieces of choreography in a Musical Theatre style. Working on numbers from past and present West End shows.

Term 2

For **Ballet**, focusing on the relevant syllabus vocabulary for each level in the technique class:

Juniors: Grades 3 – 4

Mids: Grades 5 – Intermediate Foundation

Seniors: Intermediate & up

Then focusing on Ballets by Sir David Bintley. For example:

'Still Life' at the Penguin Café (1988), Beauty and the Beast (2003), Hobson's Choice (1989)

For **Jazz**, focusing on the relevant syllabus vocabulary for each level in the technique class:

Grades 5 & up

Then focusing on several pieces of choreography in a Street/Commercial style OR focusing on different choreographers such as Jerome Robbins, Alvin Ailey etc.

Mode of assessment

- Technique will be reviewed each session with individual and group feedback given verbally
- Artistic and performance skills will be embedded into the choreographic choices each session
- Understanding of repertoire will be used in the creation of the presentation work for Scholars Weekend

Assessment Criteria

By the end of each stage of the Scholars Scheme (Junior, Mid, Senior) Scholars are expected to show the following:

Juniors

Learning Outcomes: the candidate will;	Assessment Criteria: the candidate can;
• perform a range of selected dance vocabulary with secure technical facility • perform some complex steps and movement sequences	• demonstrate knowledge and understanding of a range of dance vocabulary • demonstrate sound technical skills • demonstrate sound co-ordination of the whole body
• refine their understanding of the relationship between music and dance	• perform with musicality and appropriate dynamics • perform complex dance rhythms
• develop individual expressive qualities in dance performance	• demonstrate a variety of expressive movement qualities • perform for an 'audience' with spatial awareness and confidence

Taken from the Grade 4 bbodance Specification.

Mids

Learning Outcomes: the candidate will;	Assessment Criteria: the candidate can;
• perform a range of selected dance vocabulary with secure technical skills • perform complex steps and movement sequences with other candidates and by themselves • perform a limited selection of pointe work (female ballet syllabi only)	• demonstrate knowledge and understanding of a range of dance vocabulary • demonstrate a consistent technical foundation • perform with a clear sense of direction and personal space
• refine their understanding of the relationship between music and dance • develop different skills needed for faster/slower movement styles	• demonstrate consistent musicality across a range of musical tempos and rhythms
• develop artistic and expressive qualities in dance performance	• interpret expressive qualities in music or other stimuli • perform with confidence

Taken from the Intermediate Foundation bbodance Specification.

Seniors

Learning Outcomes: the candidate will;	Assessment Criteria: the candidate can;
• perform an extensive range of dance vocabulary with technical precision and command • perform on pointe with secure and safe footwork (female ballet syllabi only) • perform across diverse artistic styles from past and current repertoire • sustain a high level of performance throughout the examination	• demonstrate breadth and depth of knowledge in a selected dance genre • undertake significant independent study to enhance their own progress • integrate theoretical and practical learning in their performance
• consolidate their understanding of the relationship between music and dance	• perform to a range of musical tempos and rhythms with sustained focus
• develop individual expressive qualities and artistic integrity	• demonstrate individuality and audience awareness in dance performance • demonstrate some qualities which are at or near the level of a professional dancer

Taken from the Advanced 1 bbodance Specification.

Jazz

Learning Outcomes: the candidate will;	Assessment Criteria: the candidate can;
• develop an assured range and depth of knowledge and understanding in the chosen genre	• demonstrate an extensive range of dance vocabulary • demonstrate sustained technical accuracy with confidence • demonstrate a secure basis for pointe work (Option A ballet syllabi only)
• consolidate the range and nuance of their musicality	• demonstrate musicality and secure musical phrasing in learned sequences • demonstrate contrasting musical and movement dynamics
• synthesise practical and theoretical learning to perform complex and extended sequences with confidence	• demonstrate a clear sense of performance and artistic style • perform alone and with others with equal confidence • perform with an element of individual interpretation and artistry

Taken from the Intermediate bbodance Specification.