



Dance A Level: Developing Cultural Capital, Diversity and Equality

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge, and competence; it is one of the key ingredients a student will draw upon to be successful in a diverse society, their career and the world of work. In the Sixth Form, we aim to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful individuals who understand and support diversity and equality.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given diverse, rich, and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities, trips and visits, careers activities, and PSHE/RSE programme.

There are nine key realms to cultural capital in the Sixth Form at Samuel Whitbread Academy:

Cultural Capital
provides health,
well-being and
growth



Cultural Capital
lets us share our
histories, our memories,
the people, the places
and the things that
matter to us.



Cultural Capital
creates the curiosity and
confidence to make
connections between
the past, the present and
the future.



Cultural Capital
sparks generations of
innovators.



Cultural Capital
is to be found locally,
nationally, globally -
everywhere.



Cultural Capital
nurtures inclusive
communities.





Cultural Capital
enriches today and
inspires tomorrow.



Cultural Capital
is ours to discover,
ours to create,
ours to share.



Cultural Capital
belongs to me,
belongs to you,
belongs to us all.



These nine realms can be broken down further into the following sub-categories: **Personal development, Social development (including political and current affairs awareness), physical development, spiritual development, moral development, and cultural development.**

What is now outlined are the key areas of both academic and enrichment that take place within and outside of this course area to enhance and develop these diverse elements of cultural capital:

Personal Development:

Personal development consists of activities that develop a person's capabilities and potential, build human capital, facilitate employability, and enhance the quality of life and the realisation of dreams and aspirations.

Element of the curriculum and/or enrichment
<p>Lessons – After getting to know each other, the students on the course will be encouraged to work and dance with new partners thereby developing their personal growth and ability to adapt and respond to new people and situations/tasks. They will problem solve during practical lessons and work in teams improving their resilience and familiarity with the group.</p> <p>Enrichment – We aim to provide as many opportunities as we can to enrich the experience of dance for our A-Level students. We will aim to attend an open day at Trinity Laban in London (one of the most prestigious contemporary dance training centres in Europe) for students to spend a day as a training professional dancer. We also have excellent links with the dance department at Bedford University and are able to spend a day there as an undergraduate dance student. We will invite professional dance practitioners in to work with our students to create work and develop their understanding of professional dance life. We are also in touch with SWA Alumni of ex students who have gone on to train and work in the dance industry, who will be delivering a Q and A session to support and inspire students with their aspirations.</p>



Social Development:

The process by which a child learns to interact with others around them. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions.

Element of the curriculum and/or enrichment
<p>Lessons – After getting to know each other, the students on the course will be encouraged to work and dance with new partners thereby developing their personal growth and ability to adapt and respond to new people and situations/tasks. They will problem solve during practical lessons and work in teams improving their resilience and familiarity with the group. In year 13 students will be required to create a group choreography which will see them lead a group of dancers, probably from lower year groups. This will require the students to develop the social skills to work with others, to make them feel safe and comfortable with the choreography they are giving them.</p> <p>Enrichment – Students will have the opportunity to work with other students in lower year groups, thereby enhancing their sense of community and ability to be a role model for dance in the sixth form. They will also be able to perform in other venues within the community, meeting new audiences and providing opportunities for others to see dance live.</p>

Physical Development:

These are the major motor or physical achievements a student enhances and develops. Physical development is a vital part of growing up as students learn to master control of their body

Element of the curriculum and/or enrichment
<p>Lessons – Dance is the epitome of physical development as the subject is literally supporting students in mastering control of their own bodies. Through studying basic ballet and contemporary technique students will build strength, control, mobility and coordination as well as learning a host of expressive skills designed to entice and draw in the audience. Students will study various techniques linked to famous practitioners throughout the century of the development of modern dance, thus learning about dance history and awareness of their bodies at the same time. Students will learn anatomical knowledge and basic injury prevention which will enhance their physical awareness.</p> <p>Enrichment – Dance is a kinaesthetic learning experience which supports those who learn in a practical way. Working with new dance styles/techniques and practitioners in school or at open days will enhance their awareness of how to move their bodies in new and different ways.</p>



Spiritual Development:

The development of the personality towards a religious or spiritual desired better personality.

Element of the curriculum and/or enrichment

<p>Lessons – During theory lessons we will study choreographers from different ethnicities and religions, studying their set works that cover a range of cultural and spiritual issues. An example of this is a piece called <i>Sutra</i> by Flemish-Moroccan choreographer Sidi Larbi Cherkaoui. <i>Sutra</i> explores the spirituality and morality of Buddhist monks and their religion. Another piece we study is called <i>Zero Degrees</i> by British-Bangladeshi choreographer Akram Khan. This piece explores Khan's confusion of identity and his desire to reconnect with his spiritual home in Bangladesh.</p>
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Moral Development:

The development of attitudes and behaviours toward other people in society, based on social and cultural norms, rules, and laws.

Element of the curriculum and/or enrichment

<p>Lessons – The set works we will study in lessons cover a range of human issues and explore how society deals with them morally and culturally, for example <i>Zero Degrees</i>, <i>Rooster</i> and <i>Sutra</i>. Working in small groups can encourage empathy and create a space to learn how to work with people with different ideas to you and share your opinions with others.</p>

<p>Enrichment – Spending the day in a professional institution will develop student's ability to behave in a professional manner as a role model for SWA. It will enhance their understanding of the wider world and further build on their positive attitude towards the subject.</p>



Cultural Development:

Cultural Diversity is at the heart of the Sixth Form and students will learn about themselves and relationships with others from a variety of cultural backgrounds.

Element of the curriculum and/or enrichment
<p>Lessons – During theory lessons we will study choreographers from different ethnicities and religions, studying their set works that cover a range of cultural and spiritual issues. An example of this is a piece called <i>Sutra</i> by Flemish-Moroccan choreographer Sidi Larbi Cherkaoui. Sutra explores the spirituality and morality of Buddhist monks and their religion. Another piece we study is called <i>Zero Degrees</i> by British-Bangladeshi choreographer Akram Khan. This piece explores Khan’s confusion of identity and his desire to reconnect with his spiritual home in Bangladesh. We will also study Rambert Dance Company; Europe’s leading contemporary dance company who perform dance works in a variety of styles, working with choreographers of all nationalities.</p> <p>Enrichment – We will endeavour to see as many live dance performances as possible ranging from as many styles as possible. In October we are running a trip to see a hip-hop work and January will see a ballet theatre trip. The professionals who come into school will deliver a range of styles for our students. By being exposed to new dance styles/techniques and ideas this can help shape students’ cultural interest and future passions.</p>