

Singing



Dancing

The EDUCATIONAL framework

Acting

Performance & Stagecraft

Confidence
 Resilience
 Teamwork
 Ownership
 Respect
 Inclusion
 Speaking
 Listening
 Adaptability
 Leadership
 Self Esteem
 Empathy
 Belonging
 Knowledge
 Autonomy
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Performance & Stagecraft



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Stagecoach creates a dedicated space in young people's lives to find **encouragement** and a sense of **belonging**. We encourage students to **collaborate**, building **trust** through mutual **respect**; we know this is crucial to their **personal development** and journey as performing artists and individuals. When anyone comes to Stagecoach they know they are entering an environment of trust, of **valuing** what everyone brings to the space, where they can be supported to grow and build on their **strengths** without judgement. Stagecoach is a **safe** and **welcoming** environment where all can find **belonging**.

Our **Educational Framework** enables our teachers to **nurture** our students in developing their skills and reaching their goals; from the moment they join Stagecoach we aim to encourage all students to **flourish** with **inclusive** practices and the necessary **adaptations** to support their learning style.

We value everyone in our schools and treasure the diversity of background, experience and thought that enrich our Stagecoach communities and feed the creativity celebrated at the heart of all our experiences. We aren't just about encouraging a love of the performing arts, we are about inspiring a lifelong love of learning itself.



Early Stages

- Turn-taking
- Teamwork
- Listening skills
- Speaking confidently
- Empathy



Main Stages 1

- Building relationships
- Making group decisions
- Confidence in contributing ideas and opinions
- Readiness to work (bringing kit bag)



Main Stages 2

- Knowing when it is best to speak and best to listen
- Develop reflective thinking skills
- Peer support and seeking peer support
- How to receive and value the opinions of others
- Time management



Main Stages 3

- Independent learning skills such as making informed choices and knowing where to seek more information
- Knowing and respecting team inclusion
- Actively volunteering for extra responsibility in group work



Further Stages

- Skills needed to prepare for auditions and/or interviews
- Awareness of own talent, strengths and potential for development
- Knowledge of how to identify opportunities to gain greater exposure to the performing arts industry and professional standards
- An aptitude to work under pressure
- Adaptability
- Leadership skills

Singing



Early Stages

- Pitch match to another singing voice
- Sing with a confident sound
- Use posture to support a good sound
- Sing with expression



Main Stages 1

- Accurately pitch match to another singing voice
- Develop good breath control and posture to support the singing voice and to produce a good tone
- Sing in an appropriate style for different repertoire
- Sing simple harmonies
- Experiment with creating own melody lines



Main Stages 2

- Accurately pitch match to a range of musical stimuli
- Apply breath control to support extended pitch range
- Sing group and solo songs with a confident sound and accuracy in pitch and rhythm
- Sing more complex harmonies
- Experiment with composing melody and lyrics



Main Stages 3

- Accurately pitch match to another musical sound and to changes in key
- Control breath to support an even tone when moving from head to chest voice or vice versa
- Experiment with more challenging solo and ensemble repertoire
- Apply a range of vocal techniques to support singing in different styles and genres and in own composition
- Balance vocal sound when singing solo and in an ensemble to give a polished performance



Further Stages

- Sing with confidence and accuracy in a range of styles and performance environments
- Balance vocal projection and tone in different performance spaces
- Develop good microphone technique
- Employ facial and body gesture to support a high quality performance
- Deliver an effective performance through balance and control when using vibrato
- Compose own melodic and harmony parts for solo and group performance
- Support other singers on stage and in rehearsal
- Take the lead when required
- Reflect upon own and group performance to make improvements

Dancing



Early Stages

- Use basic dance steps and moves (e.g. heel/toe, skipping) in corner work and group dance
- Link a series of steps together to produce a dance sequence
- Maintain a steady pulse when dancing to a soundtrack
- Explore own movement to given stimuli



Main Stages 1

- Show greater accuracy in dance steps and use of basic dance terminology
- Control coordination when moving to a regular pulse and when linking steps together in a dance sequence
- Show awareness of other dancers in ensemble work
- Create own choreographed movements to a given stimuli



Main Stages 2

- Apply learned technique to a wider range of dance styles and performance
- Control body alignment to support balance
- Respond to and show awareness of changes in dance style and tempo
- Show a wider understanding of dance terminology
- Work collaboratively in a group to create choreography for performance



Main Stages 3

- Apply technique and gesture to perform more complex dance styles and movements
- Control balance and body alignment to support solo, pair and group performance
- Use dance space effectively in solo and ensemble performance
- Devise own choreographed repertoire and deliver a polished and convincing performance using different genres of dance and music



Further Stages

- Dance with accuracy and attention to detail to deliver a polished performance; e.g. refined movement/gesture of arms, hands, fingers
- Develop core strength to support challenging and complex repertoire
- Devise own dance choreography for solo and ensemble performance
- Use improvisation effectively and respond creatively when working with other dance practitioners
- Reflect upon own and group performances to make improvements

Acting

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Early Stages

- Participate in the storytelling process and follow direction
- Explore story, theme and character through imaginative role-play
- Improvise and experiment with voice and language, playing with words, sounds and intonation
- Begin to use body language to communicate character and emotion



Main Stages 1

- Engage creatively in storytelling with others
- Develop a theme, character or story through solo improvisation or in a group
- Explore the use of voice to demonstrate awareness of characterisation with projection and diction
- Use movement and body language in the creation of a role/character
- Begin to work with scripts (with support), understanding the style and content



Main Stages 2

- Maintain a character/role showing commitment and imagination
- Improvise and show an understanding of the dramatic potential of plot/character/theme
- Develop vocal skills and use of movement (pace, pause, pitch, tone, articulation and projection)
- Explore a range of different performance styles and techniques
- Work with scripts, showing an understanding of plot and character with some knowledge of form and structure



Main Stages 3

- Demonstrate the creation of a role/character with complete commitment and imagination
- Improvise with confidence, showing appreciation for the dramatic potential of the plot/character/theme
- Demonstrate vocal skills and use of movement with flair (pace, pause, pitch, tone, articulation and projection)
- Demonstrate a depth of understanding in performance across a range of styles and techniques
- Work with scripts, understanding plot, context, character, form and structure



Further Stages

- Adapt character, performance and vocal delivery for different media/text; e.g. film, theatre, TV, radio
- Deliver performance with awareness of accuracy in timing, and expression in voice, body and gesture
- Understand form and structural devices
- Receive constructive direction and offer feedback/direction to others
- Take on other roles in theatre arts; e.g. directing, staging, costume, technical support, sound & lighting
- Use performance space creatively and effectively in solo and ensemble roles
- Experiment and develop ideas through rehearsal and the devising process
- Reflect upon own and group performance to make improvements

Performance & Stagecraft



Early Stages

- Understand the basic areas of the stage (upstage, downstage etc)
- Manage the use of wings, as entrance and exit points
- Perform a short musical theatre piece combining basic singing, dancing and acting skills



Main Stages 1

- Find their 'light' on stage
- Keep in time both vocally and with movement to live or recorded music
- Manage costume/props appropriately and let it inform how it makes their character feel
- Perform musical theatre work combining relevant singing, dancing and acting skills with some competency
- Show some awareness of audience and begin to be able to communicate with other performers



Main Stages 2

- Find 'light' and begin to understand stage lighting
- Understand microphone technique and that it is there to enhance their voice and not replace it
- Use costume/props in rehearsals and take responsibility for them
- Annotate script with direction notes across all three disciplines (using a pencil)
- Demonstrate an understanding of blocking, where they need to be and how it impacts the overall production
- Perform musical theatre work combining relevant singing, dancing and acting skills competently
- Show an awareness of audience and communicate effectively in performance



Main Stages 3

- Understand how to work with lighting (finding light and beginning to hit marks for lighting)
- Deploy competent microphone technique
- Work costume/props into rehearsals
- Be able to work with sets/levels as part of rehearsal process
- Be able to annotate script with detailed direction notes, vocal notes and update any cuts that may have been made in rehearsal
- Perform musical theatre work combining relevant singing, dancing and acting skills with competency and confidence, communicating the creative intentions of the musical theatre piece
- Communicate effectively with other performers and audience members



Further Stages

- Demonstrate full awareness of lighting (not only finding light, but hitting marks for lighting)
- Use microphones with skill and understanding in all productions
- Develop the use of props in rehearsals
- Use the dress rehearsal to ensure that costumes are suitable and that they feel comfortable
- Adapt and work with sets and staging
- Annotate a work book to encompass all direction notes, including any cuts made (in rehearsal it should be seen as a 'guide' and updated each time a change is made)
- Perform musical theatre work combining relevant singing, dancing and acting skills with creative energy and imagination to fully communicate the intentions of the musical theatre work
- Demonstrate a rapport with other performers on stage and communicate with flair to audience members



**STAGE
COACH**

Creative Courage
For Life[®]

TRAFALGAR
ENTERTAINMENT