**Year 11-12 Bridging work 2022 Acting Pathway**

Welcome to Performing Arts! Find the bridging work below to be completed over the summer, preparing you for our first module, ‘Approaches to Acting’ and ‘Fit and Health Dancers’ please pick one of the two pathways work to complete as your year 11 into 12 bridging work.

**Approaches to Acting: Aims/purpose**
The aims of this unit are to introduce learners to different approaches to acting and to enable learners to incorporate ideas taken from one of these into their own performances.
The purpose of this unit is to enable learners to develop understanding of different approaches to acting and to gain practical experience of these approaches through performance.

**Task 1: Research**

For your bridging work, please research a variety of different approaches to acting. Acting systems you could explore include, but are not limited to:

•Naturalism
•Epic Theatre
•The Frantic Method
•Verbatim Theatre
•Theatre of Cruelty

**Task 2: Presentation**

Using the knowledge you have acquired from your research, create a presentation on the three approaches to acting which you find the most interesting. You must describe the principles of your chosen acting systems in terms of:

•Origins (when and where did each system originate? who were the key practitioners?)
•Techniques (what techniques are used in each system?)
•Conventions (what theatrical conventions are used in each system?)
•Purpose (what impact or effect are the systems designed to have on an audience?)
•Development (how have the acting systems developed or changed over time?)

Presentations will be given in lesson to kick off the year in a shared celebration of acting approaches.

Links for research

<https://www.backstage.com/magazine/article/acting-techniques-mean-1534/>

<https://expressioncity.com/5-acting-techniques-every-actor-should-know/>

<https://www.airshipman.com/popular-theatrical-styles/>

<https://www.bbc.co.uk/bitesize/guides/zmn9382/revision/1>

**Year 11-12 Bridging work 2022 Dance Pathway**

**Applying safe Practice (Dance)**

**Present the following comprehensively in any format you desire that would inform and educate dancers in training.**

**Task1**

* Explain the importance of appropriate clothing and footwear and the implications of not adhering to this.
* Explain the reasons for warm up and cool down and its effects on the dancing body.
* Identify 4 key muscle groups used in their warm up and the anatomical effects of the warm up on these muscle groups.
* Identify key factors which help ensure their safe dance environment.
* Explain the principles of injury prevention and care.
* Explain the influence of good nutrition and hydration in supporting healthy dance practice.
* Explain the benefits to dance practice of applying safe, effective dance knowledge.

**Task 2 Leading a warm up and cool down**

Plan a comprehensive physiological warm up and cool down following safe dance principles in preparation for dance class which you will deliver at the start of year 12 to the class.

**Website links**

<https://www.onedanceuk.org/wp-content/uploads/2017/11/DUK-Info-Sheet-12-Nutrition-for-dancers.pdf>

<https://www.communitydance.org.uk/DB/resources-3/safe-dance-practice>

<https://cdmt.org.uk/advocacy/what-is-healthy-and-safe-dance-practice>

<https://www.dancemagazine.com/injury-prevention-for-dance-2639821288.html>

<https://trinitylaban.wordpress.com/2014/04/02/warm-up-and-cool-down-for-dancers/>