

Links to the National Curriculum



The Bingley Project was developed in partnership with young people, teachers, artists and heritage venues across Yorkshire. The project's core aim was to provide an inspirational arts and heritage experience for the young people involved. In addition to this, The Bingley Project provided opportunities to explore other areas of the national curriculum.

Below are just some of the opportunities that this type of project provides that match the aims of Key Stage 3 / GCSE curricula:

English – Speaking and Listening

- Developing skills to listen and respond constructively to others, taking different views into account.
- Making different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions.
- Taking different roles in organising, planning and sustaining group discussions.

Cross Curriculum Dimensions – Creativity and Critical Thinking

- Using their imagination to explore possibilities
- Working in relevant contexts, with real audience and purpose
- Working with a range of creative individuals, both in and out of the classroom
- Discovering and pursue particular interests and talents.

Dance

- Opportunities for students to choreograph and perform original new works.
- Observation of and critical response to professional dance works.
- Developing physical, technical and expressive skills, by working with experienced professional dancers.
- Exploring the wider cultural, aesthetic and historical context of dance.

History

- Investigation of aspects of personal and local history, evaluating the links to the present.
- Appreciating and learning from visits to local historical sites.
- Opportunities for discussion about how the past, and local heritage, has helped to shape identities, shared cultures and values today.

Opportunities for Further and Higher Education Study

This type of site-specific project could also form part of Further and Higher Education dance courses. The choreographic aspects can be developed to any level of complexity, and additionally the project management aspects provide an excellent way to develop planning, partnership working and evaluation skills. If school-age students are also involved, the project could form part of the dance education studies.

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