



DANCE

## CURRICULUM PLAN

Department: Performing Arts (*Drama, **Dance** and Music*)

Vision Statement:

The arts are vital for **engaging** and **maximising** the life chances of all students by providing a **stimulating, challenging** and **respectful** environment. To develop **artistically literate** students who are able to fully engage with **current issues** and **critically evaluate** information.

Strapline: Explore, Empower, Express (To **explore**, you will **empower** and creatively **express**)

Curriculum Story: Students will explore a curriculum which saturates them in styles and movement vocabulary, they will be empowered through a saturations of dance styles before being able to express themselves and perfect their performance.

Skills developed: To enable young performance artists to progress to the next stage of their career and provide them with the tools they need to succeed. Each performing arts lesson embeds literacy, applied numeracy and expand upon a transferable skill set.

Curriculum time: The dance curriculum in KS3 is taught once a week over a two-week timetable and students in KS4 have five lessons over a two-week timetable. In KS3 the time is split with drama meaning students receive half a year of dance in year 7,8, and 9.

| <b>Year 7: Style Saturation</b>  |   |   |   |  |  |   |
|--|---|---|---|--|--|---|
| <b>Tackle tricky techniques and find connections in dance and beyond</b>   |   |   |   |  |  |   |
| <u>Topics</u>  | <u>Why we teach this</u>  | <u>Links to last topic</u>  | <u>Links to future topics</u>   | <u>Key skills developed</u>  | <u>Cultural capital opportunities</u>  | <u>Links to whole school curriculum</u>   |
| <b>Topic 1</b> To explore the rhythm within and build <b>confidence</b> in its application.  |   |   |   |  |  |   |
| Evolution of Social Dance  | Students are exposed to a high volume of movement vocabulary. Through this topic students explore Charleston, Lindy Hop, Rock and Roll and Breaking. Through the topic students will build <b>autonomy</b> of physical skill application and <b>self-regulation</b> as well as <b>precision</b> . | Introduction to specific subject terminology that they may have heard in Primary schools in in their PE curriculum. | To examine a way of moving and its development over time and <b>find connections</b> between dance and its context. | Basic actions and movement content. There is a strong focus on actions, dynamics, relationships, and spatial content (RADs) and taught movement. | Linking each dance style to the time period and changes in society that influenced the changes in dance.                                 | History of dance and modern influences. Developing timing, dynamics, use of space, directions, counting in beats and bars in Maths/PE |
| <b>Topic 2</b> To empower our cultural difference, develop <b>concerns for society</b> and appreciation for diversity in the tradition of dance around the world |   |   |   |  |  |   |
| Cultural Diversity   | To appreciate that the variety of dances for many cultures across the world is empowering and <b>find connection</b> between culture and other styles of dance to draw the curriculum closer  | Students continue to understand all dance has a history.  | To encourage understanding of the wider world.  | Investigating RAD's for specific styles. Analysis of choreographic devices associated with specific cultural styles.                             | Explore the traditions of two different countries in their use of dance for compelling reasons and finding connection to music.          | Exploration of cultural celebrations and traditions in RE/History/Geography<br><br>Discovery cultural vocabulary.                     |
| <b>Topic 3</b> To give students the tools needed to explore, empower and express their <b>creative</b> voices.   |   |   |   |  |  |   |
| Musical Theatre<br><br>Seussical the Musical   | Students learn specific 'number's' and choreography through a series of rehearsals students will build <b>confidence</b> in their <b>practical</b> abilities with a focus on physical skills and story stelling.  | Students will have a wide dance vocabulary and how movement evokes meaning.   | Knowing how professionals build narrative is the first step in understanding how to develop choreography.           | Technical, Physical and Expressive skills are developed and grown in sophistication in this topic.   | Students will learn in brief the history of the musical that is studied.   | Cross curricular links between the three performing arts subjects as well as the context of the musical.                              |
| <b>Topic 4</b> Empower students by building <b>confidence</b> and subject specific skill sets.   |   |   |   |  |  |   |
| Workshops on dancer relationships  | Students will take part in two workshops to improve disciplinary knowledge build <b>self-regulation</b> and <b>autonomy</b> .   | These workshops will expand on student relationship content   | Relationship content will be pivotal in the first year 8 topic.   | Understanding the relationship content in dance and how the content can be developed.  | This transitional topic is focused on the topic and is purely focused on improving skill application and building choreographic content. |   |

| <b>Year 8: Consciously Creative</b>  |  | <b>Examine influential choreographers to consciously create and craft</b>  |  |   |  |   |
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| <u>Topics</u>  | <u>Why we teach this</u>   | <u>Links to last topic</u>   | <u>Links to future topics</u>  | <u>Key skills developed</u>   | <u>Cultural capital opportunities</u>  | <u>Links to whole school curriculum</u>   |
| <b>Topic 1</b> To explore how contemporary dance has developed and be <b>intellectually playful</b> with students own interpretations.         |  |  |  |   |  |   |
| Lyrical Contemporary   | Lyrical contemporary is an expressive form of dance focused on abstract and literal movement to communicate meaning and is the most applied style in the GCSE Dance specification. It allows students to develop <b>original</b> ideas, explore <b>intellectually playful</b> movement and become <b>revolutionary and evolutionary thinkers</b> . | The movement vocabulary will be expanded on, students will have to justify their choices and <b>find connections</b> between intent and meaning. | Expand movement vocabulary both practically and verbally.<br>To evaluate the style of lyrical contemporary and the choreographic intent. | Styles of movement.<br>Creating choreography.<br>Examining own practice and success of own and group work.              | Development of creative movement and style technique.  | History of dance and modern influences.<br>Developing timing, dynamics, use of space, directions, counting in beats and bars in Maths/PE. |
| <b>Topic 2</b> To empower students to embrace cultural difference and how they have evolved over time to see the <b>'Big Picture'</b> of dance |  |  |  |   |  |   |
| Cultural Diversity   | Students explore styles with <b>open minds</b> from a cultural perspective, to understand the variety of dance for many traditions and celebrations across the world. Focused explorations are African.  | Understanding of style.<br>Exposing student to the wealth and variety of movement vocabulary.  | To encourage understanding of the wider world.   | Investigating RAD's for specific styles.<br>Analysis of choreographic devices associated with specific cultural styles. | Explore the traditions of different countries and the associated music.                      | Exploration of cultural celebrations and traditions in RE/History/Geography.  |
| <b>Topic 3</b> To give students the tools needed to explore, empower and express their <b>creative</b> voices.                                 |  |  |  |   |  |   |
| Musical Theatre<br><br>Hamilton  | Students will learn through this topic how historical events can be presented through musicals and the skills that accompany this, they will build on their knowledge of the dance styles and can be <b>intellectually playful</b> with combining historical stories with modern twists.   | Students will have taken part in workshops over previous topics so will understand the concept.  | The understanding of being <b>revolutionary and evolutionary</b> thinkers is important for the year 9 curriculum.                        | Technical, Physical and Expressive skills in dance and characterisation in drama.                                       | Students will learn in brief the history of the musical that is studied.                     | Cross curricular links between the three performing arts subjects as well as the context of the musical.                                  |
| <b>Topic 4</b> To give students the tools needed to explore, empower, and express their creative voices  |  |  |  |   |  |   |
| Workshop<br>Dynamic Content  | This topic will support students to understand the process of creating and purpose of conscious choices making.  | Develops understanding of professional works and dynamic content.  | Understanding choreographic choices and find connections with GCSE Dance.  | Creative process, understanding work from the audience's perspective.   | This will be dependent on the context of the stimulus which will be drawn from the students. |   |



| Year 9: Perfecting Performance   |  | Mastering the mechanics of movement and choreography  |   |   |  |   |
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| Topics   | Why we teach this  | Links to last topic   | Links to future topics  | Key skills developed  | Cultural capital opportunities   | Links to whole school curriculum  |
| <b>Topic 1</b> To explore choreographic skills through a process of <b>enquiring</b> into a given stimulus and build <b>resilience</b> and perseverance to develop <b>original</b> ideas.                          |  |   |   |   |  |   |
| Choreography   | Until now students have explored choreography in small extracts. This topic will take students through <b>the multi-step and problem-solving</b> process of choreography and introduces students dance structure, form and motif development.  | The topic will <b>find connections</b> and develop big picture thinking on choreography taught in year 7 and 8.   | The skills drawn upon here will be revisited in the final year 9 topic and are a foundation of GCSE Dance.                            | The focus is on choreographic process, building <b>resilience</b> and <b>perseverance</b> as students move through trial and error.   | The topic of exploration will have a social, cultural and or political opportunity.  | As the topic will differ in stimulus over time and per group the links to the whole school curriculum will also shift to suit the needs of the learners.                      |
| <b>Topic 2</b> Empower learners to build <b>self-regulation, confidence</b> and understand the importance of <b>practise</b> when building performance skills.   |  |   |   |   |  |   |
| Technique  | The workshops will build students <b>autonomy</b> in physical, technical, and expressive skills, develop sophistication in movement content and draw on the <b>precision</b> of dynamic and spatial content. Once the content is mastered students will then develop their expressive content of musicality, timing, and use of focus.                   | These workshops will consolidate the practical vocabulary of the year and continue to expand their vocabulary if they should choose GCSE.                         | The vocabulary will be linked to the movement content from the GCSE Set phrases and teaching students contemporary 'tricks'.          | Whilst students are learning the movement content, they are also developing <b>precision, resilience</b> , what good <b>practise</b> looks and feels like. As well as <b>automaticity</b> ; otherwise known as movement memory. | The topic links primarily back to the culture of dance and the discipline dancers need to acquire over time to become competitive in the industry.   | The drive of the topic is excellent school values and rising to the challenge to accomplish your very best.   |
| <b>Topic 3</b> Evaluate <b>alternative perspectives</b> of professional works and how artists have expressed a given topic.  |  |   |   |   |  |   |
| Appreciation   | During GCSE Dance, appreciation of professional works and the choreographic intent is part of understanding choreography and how to be successful in students' own application.  | Through key stage 3 students have had ample opportunity to explore movement content related to stimuli.   | If students can identify <b>alternative perspectives</b> , they will have greater success in the next topic and key stage 4.          | Analysis and Evaluation of a choreographer's stylistic choices and having the ability to justify these choices.   | The intent and purpose of the professional work will be evaluated and analysed as part of the appreciation process.  | Extended writing will feature heavily in this topic.  |
| <b>Topic 4</b> Work in <b>collaboration</b> with others to develop <b>original</b> work and consolidate students <b>intellectual playfulness</b> by <b>finding connections</b> and developing these independently. |  |   |   |   |  |   |
| My Story   | Students will use their <b>imagination</b> , draw on their <b>concern for society</b> and develop their <b>originality</b> . A stimulus for students to <b>create</b> in response to, lessons follow a loose structure, but students follow <b>complex and multi-step problem solving</b> to devise or choreograph their final performances of the year. | This topic will draw together all learning over previous topics so students can use prior knowledge to inform the creative decisions they make during this topic. | In GCSE Dance students must choreograph their own work. This topic will be students first experience of this process in its totality. | The greatest skill set students will acquire through this topic is that of selection and <b>strategy planning</b> so they can <b>self-regulate</b> and <b>think flexibly</b> .  | The pieces students create will be based on a concern for society. The content of the performance will be framed and so the cultural capital will depend on the focus of the groups within each class. | When framing a performance students will be expected to research into the history, geography, social, moral, political aspects and see the concept from various perspectives. |

| <b>Year 10: Growing Grit</b>  |   |  |   |   |   |  |
|---|---|--|---|---|---|--|
| <b>Choreographic process, performance, and appreciation</b>   |   |  |   |   |   |  |
| <b>Topics</b>   | <b>Why we teach this</b>  | <b>Links to last topic</b>   | <b>Links to future topics</b>   | <b>Key skills developed</b>   | <b>Cultural capital opportunities</b>   | <b>Links to whole school curriculum</b>  |
| <b>Autumn Term</b> To <b>Explore alternative perspectives</b> of professional works, to critically evaluate and appreciate choreography and production features.              |   |  |   |   |   |  |
| Dance Appreciation<br>Emancipation of Expression<br>Shadows   | Students will develop an understanding of safe <b>practise</b> and personal development through performance skills. They will develop their appreciation of professional works to analyse choreographic approach and intent through choreographic tasks, building <b>speed and accuracy</b> and understanding <b>abstraction</b> of ideas.                    | Throughout Key Stage 3 students have had opportunity to explore movement content, work on personal development and begin understanding intent and process in a variety of different dance styles.  | Across Year 10 students will critically analyse 6 professional dance works, identifying <b>alternative perspectives, find connections</b> and <b>link</b> to the 'Big Picture' of why dances are created. | While students are understanding how choreographers approach developing dance, they will also build <b>confidence</b> in their own choreographic and performance skills in smaller groups through set tasks and learning professional repertoire. | The intent, approach and purpose of the professional works will be analysed as part of the appreciation process.  | Students will be completing exam style questions and extended writing, built through academic oracy.<br><br>Exploration of historical events of post war poverty, social aspects of growth and individuality.            |
| <b>Spring Term</b> To <b>Empower</b> students to build <b>confidence</b> in their evaluative skills   |   |  |   |   |   |  |
| Artificial Things<br>A Linha Curva  | Students will build their knowledge of intention and approach to choreography becoming more <b>autonomous</b> in their analytical skills. Particularly in these two professional works students will use their <b>evolutionary and revolutionary thinking</b> to recognise innovative ways to use production features such as set, props and lighting design. | These next two professional works will expand students' vocabulary in production features, which are an analysis point that will be heavily weighted in the GCSE Exam paper in Y11 and building relationship and spatial content.                        | Students will constantly be <b>finding connections</b> based on the context of the works and apply <b>generalisations</b> as they study production and choreographic value.                               | Analysing the value and artistic impact production features have, developing relationship and spatial content in both small and large groups.   | A Linha Curva particularly links back to the culture of Brazil, understanding the atmosphere and how choreographers create this through lighting and use of space.<br><br>Artificial Things is heavily linked to inclusivity of all people. | Developing critical understanding of culture and representation of a culture and its values.<br><br>Social, Moral, Ethical connections in understanding what inclusive dance is and being <b>concerned for society</b> . |
| <b>Summer Term</b> To allow students to <b>Express</b> their <b>intellectual playfulness</b> and become <b>confident</b> in building sophisticated variations of choreography |   |  |   |   |   |  |
| Infra<br>Within her Eyes  | Students will <b>collaborate</b> to interpret the intention and approach of choreographers to choreograph more sophisticated phrases, using their <b>imagination and multistep problem solving</b> to structure dances and build their confidence in performing solos and duets.  | These professional works will draw together all knowledge of motif development explored and encourage students to <b>enquire</b> and become <b>intellectually playful</b> , to create interpretive movement from the stimulus of the professional works. | In Component 1 of the GCSE Dance course students will need to perform x2 solo's and show sophisticated use of choreographic content that is highly developed to create a duet and a group piece.          | Students will build on their skills of choreographic content through <b>taking risks</b> in developing creative choreographic responses and developing their <b>confidence</b> in performance skills.   | The choreography students create will be their interpretation and understanding of a <b>concern for society</b> . Within both professional works types different types of personal relationships are uncovered and analysed.                | Social, Emotional, Moral connections are made within the relationships with self and to others.<br><br>Historical connections to 7/7 London Bombings and how people deal with tragedy post events.                       |

| Year 11: Making Moments   |   | Choreographic process, performance, and appreciation  |   |   |   |  |
|---|---|---|---|---|---|--|
| Topics  | Why we teach this   | Links to last topic   | Links to future topics  | Key skills developed  | Cultural capital opportunities  | Links to whole school curriculum   |
| <b>Autumn Term</b> To <b>Explore</b> performance and choreographic skills to create <b>confidence</b> and <b>precision</b> in performance               |   |   |   |   |   |  |
| Performance<br><br>Solo's<br><br>Duet/Trio  | Students will focus on practical exams by learning set phrases, developing Duet/Trio choreography to demonstrate <b>accuracy</b> and <b>precision</b> . Students will establish <b>originality</b> within choreographic tasks and draw upon their learning in Y10 to be <b>critical and logical thinkers</b> , ensuring their choreography has clear intent, mood, meaning, ideas, themes and style/s.  | Students will be <b>self-regulating</b> to evaluate their own <b>practice</b> and <b>confidence</b> in their performance skills to demonstrate <b>accuracy</b> and <b>precision</b> . They will be <b>linking</b> their knowledge and understanding of approach, intent and process to frame <b>imaginative</b> and <b>original</b> choreography. | To show sophisticated used of choreography and choreographic development students will need to <b>connection find</b> and draw upon their understanding of the choreographic process, styles of dance and production features.              | Students must <b>abstract</b> their knowledge and understanding of the skills for performance including physical, technical, expressive, mental, safe working <b>practice</b> and the choreographic process.  | Students' performance and choreography will clearly on intent, approach and process driving them to think about the 'Big Picture' of creating dances.   | The duet/trio performance <b>must</b> have a clearly identified choreographic intent, which relates to mood, meaning, idea, theme and/or style/style fusions or a combination of these.<br><br>Extended writing in full mock exam practices will feature heavily in this term.                   |
| <b>Spring Term</b> To <b>Empower</b> students to respond creatively to develop sophisticated use of choreographic content and choreographic development |   |   |   |   |   |  |
| Choreography<br><br>Solo or Group<br>Choreography   | Students will respond creatively to an externally set stimulus, developing <b>original</b> group choreography using <b>intellectual playfulness</b> . Each student becomes a choreographer, using complex and <b>multi-step problem solving</b> , using other students in the class as their dancers. During the creation students will be tested on their safe <b>practise</b> and continue to retrieve knowledge on the six professional works. | Students will need to <b>abstract</b> all knowledge of the choreographic process, content, styles of dance, structure, choreographic devices, production features and communication of choreographic intent.  | In the exam paper students will be required to <b>self-regulate</b> to justify choices for their choreography, <b>link</b> to the stimulus and reflect on their knowledge and understanding of skills for choreography.                     | Students will <b>strategy plan</b> , drawing on their knowledge and understanding of the choreographic process, intent, approach, themes and styles to develop <b>intellectually playful</b> and <b>original</b> responses. They will <b>self-regulate</b> to systematically reflect on their own choreographic skills and how to make considered choices and improvements. | The pieces students create will be based on ideas from a stimulus. The cultural capital will depend on the stimulus chosen and the research around this stimulus and theme the students choose to create. | Students will be required to <b>practice</b> academic oracy to gain quality feedback before forming their justifications. This build excellence across all subjects and upholds one of the school values.<br><br>Extended writing in full mock exam practices will feature heavily in this term. |
| <b>Summer Term</b> Allow students to <b>Express</b> their understanding to become <b>critical and logical thinkers</b>                                  |   |   |   |   |   |  |
| Exam Paper Preparation<br><br>Moderation of Performance and Choreography  | The final aspect of the GCSE Dance curriculum is a consolidation of all knowledge gained in preparation for the exam paper in Summer 1. Students will need to <b>self-regulate</b> to prepare for the exam with practice mock papers and questions.   | Students will need to revisit the 6 professional works covered in order to develop their <b>speed and accuracy</b> in completing exam papers and in understanding how to extend their answers to gain all marks available.  | Throughout the GCSE Dance course students will have gained experience in choreography, performance skills and the choreographic process. Integral skills that will frame the <b>Big Picture</b> of dance and the skills needed for A-Level. | Students will be precise in their answers, find connections between intent, approach, production features and content to form <b>critical and logical</b> answers, as well as <b>thinking fluently</b> to justify their choreographic choices.  | Students will recall a variation of intent, approach and purpose as well as analysing their own personal development.   | Students will complete walking talking mocks to develop academic oracy as a whole school strategy.<br><br>Extended writing in full will feature heavily as well as consistent retrieval <b>practice</b> .  |