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**Dance**

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**CURRICULUM PLAN**

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| 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: [No more than 50 words on the story of the curriculum sequence]  Students will explore a consciously creative pathway, discovering many chorographical influences and dance styles to shape an ever growing technique, which communicates enjoyment, expression, purpose and themes. |
| 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. |

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| **Year 7:** **Meddling in Musicality**  **Experiment with dynamic choreography to tackle tricky techniques and interesting influences** | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Half Term 1** **To explore the rhythm within us.** | | | | | | |
| Dance through Time | Students need to be introduced to the 5 basic actions and exposed to a high volume of movement vocabulary to saturate their understanding of dance outside of social remits. | Introduction to specific subject terminology. | To examine a way of moving and its development over time.  To explore styles and what they are. | Basic actions and movement content. There is a strong focus on RAD’s 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 |
| **Half Term 2** **To empower our cultural difference and the tradition of dance around the world** | | | | | | |
| Cultural Diversity  Capoeira  And  Bhangra | Its vital students explore style from a cultural perspective to understand the variety of dance for many traditions and celebrations across the world. Focused explorations are Capoeira and Bhangra. | Developing students understanding of style and what style is.  Exposing student to the wealth and variety of movement vocabulary. | 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.  Exposing students to music in dance. | Exploration of cultural celebrations and traditions in RE/History/Geography  Discovery cultural vocabulary. |
| **Half Term 3** **To express a purpose through movement.** | | | | | | |
| Swan Song  Christopher Bruce | Students will investigate how choreographers root movement in themes and the purpose of dance through a professional work related to Pinochet’s Regime in Chile in the 1980’s. | Refined movement technique. To learn repertoire To explore character and create atmosphere. | Introduction to the creative process and the intensions of dance for BTEC. | Establishing a connection between movement, themes, and intentions to effectively create tension and a purpose for movement. | Opportunity to explore thoughts, feeling and intensions. | Exploration of themes, purpose in in English, Life Skills and History.  Awareness of political powers. |

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| **Year 8:** **Consciously Creative**  **Examine influential choreographers to consciously create and craft** | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Half Term 1** **To explore dance over time through two contrasting styles.** | | | | | | |
| Old V New  Contemporary and  Street | Investigating complex techniques Contemporary and Street Dance, specifically: Tim Milgram & Old School vs New School Street Dance and Cunningham, Limon. A greater focus is on technique. | Development of specific subject terminology and verbal reasoning of movement choices. | Expand movement vocabulary both practically and verbally.  To evaluate a choreographers style | Styles of movement.  Creating choreography. Examining own practice and success of own and group work. | Development of creative movement and style technique  Listening to new music. | History of dance and modern influences.  Developing timing, dynamics, use of space, directions, counting in beats and bars in Maths/PE |
| **Half Term 2** **To empower our cultural difference and the tradition of dance around the world** | | | | | | |
| Cultural Diversity  African  and  Hakka | Students explore styles from a cultural perspective to understand the variety of dance for many traditions and celebrations across the world. Focused explorations are African and Hakka. | Understanding of style  Exposing student to the wealth and variety of movement vocabulary. | 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  Exposing students to music in dance. | Exploration of cultural celebrations and traditions in RE/History/Geography  Discovery cultural vocabulary. |
| **Half Term 3** **To express a purpose through movement.** | | | | | | |
| Still Life at the Penguin Cafe | Examine the impact theme and style can have on a dancer’s use of technique and performance skills.  Analyse the use of the creative process in response to intentions choreographic choices. | RAD’s, Choreographic Devices, Styles, Theme, and Purpose. | Establishing and honing analytical skills and metacognition of the creative process. | Building consideration of intentions and the impact on the choreographic process | Appreciation of the role of a dancer.  Appreciation of the role of a choreographer. | Discovery of choreographers and existing repertoire in History and Geography. |
| **Transitional SOW** To give students the tools needed to explore, empower and express their creative voices. | | | | | | |
| **Stimulus** | Students will have explored a professional work and starting points from a pre-existing professional work. This SOW will support students to understand the process of creating and purpose of choices. | Develops understanding of professional works and stimulus points. | Taster of a blended curriculum as this fuses dance and drama. | Creative process, understanding work from the audiences perspective. | Equality, BLM, Sign Language, Adversity, In equality Hero’s. | Health and Social Care, RE, History. |

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| **Year 9: Respective Perspectives**  **Delve into blended disciplines of dance and drama.** | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn Term** **To explore performance skills through a professional work focusing on the theme of immigration and social constructs.** | | | | | | |
| Protein  Boarder Tales | This professional work blends dance and drama and focused on a theme that many students will relate to. It allows students to understand that arts disciplines do not need to sit in isolation. | Building blocks of dance and drama skills and techniques. | Introduction to a blended curriculum. | Performance skills (Physical, Technical, Expressive, Characteristic) | Social, moral, cultural and spiritual appreciation.  Awareness of others. | MFL- languages  History- Migration patterns |
| **Spring Term To empower learners in their ability to analyse the media world.** | | | | | | |
| In the Media | To understand the impact the arts have through advertising and selling products, explore how the arts can influence buyers and target audiences. | Creative process, developing purpose, theme.  Selecting skill sets for appropriate products. | Developing an awareness of target audiences | Creative process- Taught, collaborative, task led. Structures, roles and responsibilities. | Social Media influences, developing social awareness, an ability to make informed choices. | Business- marketing  ICT/Comp Science- making videos. |
| **Summer Term 1 To express perspectives and views through creative voices.** | | | | | | |
| Political Perspectives | To introduce students to political powers of the arts. Developing an understanding of Splendid Political Theatre, Dance Arts such as Rosie Kay. | Encompasses the performance and creative process skills form the prior SOW’s | Students given the freedom to express their voices and form opinions which is part of BTEC. | Performance and Creative skills combined, greater focus on drama strategies and choreographic devices. | Issues affecting the world around them, to form a voice and feel counted. | Real World Links. |

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| **Year 10:** **Growing Grit**  **Create, compose and condition performing arts practice** | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** **Examine and explore the interrelationships between professional practitioners and constituent features of existing performance material.** | | | | | | |
| **A Chorus Line** | Students will develop their understanding of the performing arts by examining the work of Michael Bennett, the styling of Jazz Dance and the processes used to create performance. | Extracting influential information and applying appropriate techniques with consistent reference to criteria. | Students will develop transferable skills, such as research and communication explored through workshops, written submissions and presentations. | Students will focus on developing research skills and how to extract research that will inform character and context conditions. | Collaboration of experiences and extracting vital information to develop the style and history of Jazz. Whilst encouraging students to develop a secure technique and a progressive understanding of their role as a dancer. | Exploration of research processes in Science, Geography and History. Analysing use of language in English and MFL. |
| **Autumn 2** **Examine and explore the interrelationships between professional practitioners and constituent features of existing performance material.** | | | | | | |
| **Broken** | Students will develop their understanding of the performing arts by examining the work of Motionhouse, the styling of Contemporary Dance and the processes used to create performance. | Extracting influential information and applying appropriate techniques with consistent reference to criteria. | Students will develop transferable skills, such as research and communication explored through workshops, written submissions and presentations. | Students will establish and hone skills in making critical comparisons through recognising similarities and differences between contexts, practises and roles (responsibilities and skills). | Collaboration of experiences and extracting vital information to develop the style and history of Contemporary. Whilst encouraging students to develop a secure technique and a progressive understanding of their role as a dancer. | Exploration of research processes in Science, Geography and History. Analysing use of language in English and MFL. |
| **Spring 1** **Examine and explore the interrelationships between professional practitioners and constituent features of existing performance material.** | | | | | | |
| **Emancipation of Expression** | Students will develop their understanding of the performing arts by examining the work of Boy Blue, the styling of Lyrical Hip-Hop Dance and the processes used to create performance. | Extracting influential information and applying appropriate techniques with consistent reference to criteria. | Students will develop transferable skills, such as research and communication explored through workshops, written submissions and presentations. | Students will establish and hone skills in making critical comparisons through recognising similarities and differences between contexts, practises and roles (responsibilities and skills). | Collaboration of experiences and extracting vital information to develop the style and history of Lyrical Hip-Hop. Whilst encouraging students to develop a secure technique and a progressive understanding of their role as a dancer. | Exploration of research processes in Science, Geography and History. Analysing use of language in English and MFL. |
| **Spring 2** **Develop, apply and review own development of skills, techniques and contribution to the performance.** | | | | | | |
| **Jazz & Ballet Technique Workshops** | Students will develop their dance skills and techniques through the reproduction of Jazz & Ballet Technique Exercises and Repertoire exploring the style and their technical development. | Students will work from existing Ballet & Jazz repertoire, applying relevant skills and techniques to reproduce exercises and techniques. | Students will develop transferable skills, such as research and communication explored through workshops, written submissions and presentations. | Students will begin to acknowledge and recognise (audit) skills as a performer in one’s self, peers and professional performers. Students will assess and examine qualities for further improvement and generate a plan to support. | Collaboration of experiences and extracting vital information to develop the style and history of Jazz & Ballet Technique and Repertoire. Whilst encouraging students to develop a secure technique and a progressive understanding and connection with their bodies. | Exploration of research processes in Science, Geography and History. Analysing use of language in English and MFL. |
| **Summer 1&2** **Develop, apply and review own development of skills, techniques and contribution to the performance.** | | | | | | |
| **A Chorus Line** | Students will develop their dance skills and techniques through the reproduction of A Chorus Line Repertoire exploring the style and their technical development. | Students will work from existing Ballet & Jazz repertoire, applying relevant skills and techniques to reproduce exercises and techniques. | Students will develop transferable skills, such as research and communication explored through workshops, written submissions and practical performance | Students will begin to acknowledge and recognise (audit) skills as a performer in one’s self, peers and professional performers. Students will assess and examine qualities for further improvement and generate a plan to support. | Collaboration of experiences and extracting vital information to develop the style and history of Jazz & Ballet Technique and Repertoire. Whilst encouraging students to develop a secure technique and a progressive understanding and connection with their bodies. | Exploration of research processes in Science, Geography and History. Analysing use of language in English and MFL. |

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| **Year 11: Making Moments**  **Create, compose and condition performing arts practise.** | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1 and 2** **Select, apply and evaluate the skills and techniques used in the development process and outcome in response to a brief.** | | | | | | |
| **Component 3 Mock** | Students will be given the opportunity to work as part of a group to contribute to a workshop performance as a performer in response to a given brief and stimulus. | Collaboration of experiences and extracting vital information from the given brief and stimulus. Students will apply their knowledge of practitioners and performance styles to their own creative work. | Students will have developed transferable skills to support them in further and higher performing arts education. | Students will practise the creative and evaluative processes required for Component 3. Students will participate in workshops to gather research, develop leadership and directorial skills with their peers. | Collaboration of experiences and extracting vital information to empower the developed characters. Whilst encouraging students to develop a secure technique and a progressive understanding and connection with their bodies. | Exploration of research processes in Science, Geography and History. Analysing use of language in English and MFL.  Examining composition in Art. |
| **Spring 1 and 2 and Summer 1** **Select, apply and evaluate the skills and techniques used in the development process and outcome in response to a brief.** | | | | | | |
| **Component 3 Exam**  Exam released in January. | Students will be given the opportunity to work as part of a group to contribute to a workshop performance as a performer in response to a given brief and stimulus. | Collaboration of experiences and extracting vital information from the given brief and stimulus. Students will apply their knowledge of practitioners and performance styles to their own creative work. | Students will have developed transferable skills to support them in further and higher performing arts education. | Students will practise the creative and evaluative processes required for Component 3. Students will participate in workshops to gather research, develop leadership and directorial skills with their peers. | Collaboration of experiences and extracting vital information to empower the developed characters. Whilst encouraging students to develop a secure technique and a progressive understanding and connection with their bodies. | Exploration of research processes in Science, Geography and History. Analysing use of language in English and MFL.  Examining composition in Art. |