



Curriculum Area:

Dance

Intent

Curriculum Statement:

The Dance curriculum is designed to develop the skills of performance, choreography and appreciation. The intent is for all students studying dance to become aware of the attitudes and skills needed to be successful in the Performing Arts industry. They will develop the skills of communication, discipline, team work, leadership and personal management. The intent is for students to gain knowledge and understanding of what a career in dance and the wider performing arts Industry would be like. The dance department caters for all abilities as we want to provide all students the opportunity to learn dance.

Implementation

Year 10 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Physical skills Interpretive skills Reflective skills 	<ul style="list-style-type: none"> Technique classes in Contemporary and Jazz Reviewing own strengths and areas needing development 	<p>Formative Self-assessment, peer assessment, ongoing teacher assessment, video assessment</p> <p>Summative Milestone one video assessment and reflective skills audit.</p>	<ul style="list-style-type: none"> develops understanding of the physical and interpretive skills required for dance: Alignment, balance, coordination, flexibility, movement memory, posture, stamina, strength, musicality, focus, characterisation, facial expression, projection Develop understanding of working safely and being prepared, warming up and cooling down 	<ul style="list-style-type: none"> Develop a positive response to teacher instruction and feedback and develop the skills of applying the feedback and making corrections. Develop working dancer skills of cooperation, being supportive of others, listening, punctuality, consistency, commitment, reliability, being prepared, being respectful of others opinions and skills.
Term 2	<ul style="list-style-type: none"> Greater development of Physical and Interpretive skills Greater development of Reflective skills 	<ul style="list-style-type: none"> Technique classes will continue in one style of dance on a greater level Set dance Progress review Milestone 2 	<p>Formative Self-assessment, peer assessment, ongoing teacher assessment, video assessment</p> <p>Summative Milestone two video assessment and reflective skills audit.</p>	<ul style="list-style-type: none"> Develops more in depth understanding of Physical and Interpretive skills, through reproducing repertoire and developing a character and communicating a genre of dance and the pieces theme and ideas. Develop the skill of reflecting on ones own physical progress and setting SMART targets to improve skills. 	<ul style="list-style-type: none"> Develops responsibility to improve own technique and physical skills. Further develops a positive response to teacher instruction and feedback and develop the skills of applying the feedback and making corrections. Further develops working dancer skills of cooperation, being supportive of others, listening, punctuality, consistency, commitment, reliability, being prepared, being respectful of others opinions and skills.

<p>Term 3</p>	<ul style="list-style-type: none"> Greater development of Physical and Interpretive skills Greater development of Reflective skills 	<ul style="list-style-type: none"> Technique classes will continue in one style of dance on a greater level Set dance rehearsals Progress review Milestone 3 	<p>Formative Self-assessment, peer assessment, ongoing teacher assessment, video assessment Summative Milestone three video assessment and reflective skills audit.</p>	<ul style="list-style-type: none"> Develops more in depth understanding of Physical and Interpretive skills, through reproducing repertoire and developing a character and communicating a genre of dance and the pieces theme and ideas. Develops an understanding of the importance of rehearsals and the commitment needed to put on a performance. Develops the skill of reflecting on ones own physical progress and setting SMART targets to improve skills. 	<ul style="list-style-type: none"> Further develops responsibility to improve own technique and physical skills in greater depth. Further develops a positive response to teacher instruction and feedback and develop the skills of applying the feedback and making corrections. Further develops working dancer skills of cooperation, being supportive of others, listening, punctuality, consistency, commitment, reliability, being prepared, being respectful of others opinions and skills.
<p>Term 4</p>	<ul style="list-style-type: none"> Rehearsals Performance Evaluation 	<ul style="list-style-type: none"> Intensive rehearsals of set work, including technical rehearsal and dress rehearsal. Performance of set work in the school dance show. Evaluation review Milestone 4 	<p>Formative Self-assessment, peer assessment, ongoing teacher assessment, video assessment Summative Milestone four video assessment and reflective skills audit.</p>	<ul style="list-style-type: none"> Applying of Physical and Interpretive skills, through reproduction of repertoire in rehearsals and performance. Applying commitment to rehearsal and performance. Develops the skill of reflecting on one’s own physical progress and development from start to finish. 	<ul style="list-style-type: none"> Development of personal skills: confidence, resilience, leadership, team work and self-management.
<p>Term 5</p>	<ul style="list-style-type: none"> Choreography Frederick Ashston - Cinderella 	<ul style="list-style-type: none"> Working on Motif and Motif developments of Space, relationships, dynamics and actions. Looking at varying starting points for choreography Practical workshops on Frederick Ashtons Ballet Cinderella. 	<p>Formative Self-assessment, peer assessment, ongoing teacher assessment, video assessment Summative Video and teacher assessment of participation in workshops.</p>	<ul style="list-style-type: none"> Understanding the choreographic devices that should be used when creating a piece of dance. Develop knowledge of the choreographer Frederick Ashton and his work Cinderella and also develop some Ballet skills. 	<ul style="list-style-type: none"> Develop the skills of working in a group making an individual contribution and responding to the contribution of others. Develop the ability to participate fully in workshops and be persistent even if they struggle with the content.
<p>Term 6</p>	<ul style="list-style-type: none"> Further development of Choreography skills Christopher Bruce - Swansong Ashley Wallen – The Greatest Showman 	<ul style="list-style-type: none"> Working on structure and form and getting ideas across to the audience. Practical workshops on Christopher Bruces Swansong Practical workshops on Ashley Wallens Greatetest Showman 	<p>Formative Self-assessment, peer assessment, ongoing teacher assessment, video assessment Summative Video and teacher assessment of participation in workshops</p>	<ul style="list-style-type: none"> Understanding the variety of choreographic structures: ABA, AB, Narrative etc Develop knowledge of the choreographers Christopher Bruce and Ashley Wallen and their works Swansong and Greatest Showman and also develop some Contemporary and Commercial skills 	<ul style="list-style-type: none"> Further development of the skills needed when working in a group both making an individual contribution and responding to the contribution of others. Continue to develop the ability to participate fully in workshops and be persistent even if they struggle with the content.



Year 11 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Creative Intentions Purpose of dance Roles and responsibilities <p>All of the above will be in reference to Frederick Ashton, Christopher Bruce and Asley Wallen.</p>	<ul style="list-style-type: none"> Look at theme, issue, response to stimulus, style and genre, contextual influences, collaboration of practitioners, influences Look at what the different purposes of dance are: to educate, inform, entertain, provoke, challenge, raise awareness or celebrate. How different job roles contribute to performance: dancer, choreographer, costume designer 	<p>Formative questioning to improve</p> <p>Summative Comparison table of creative intentions, Purpose of dance chart and Mind map analysis of job roles.</p>	<ul style="list-style-type: none"> Develop a broad understanding of performance work and influences. Gain a realistic view of what it is like to work in the performing arts industry. 	<ul style="list-style-type: none"> Develop transferable skills such as research and communication to support progression to level 3.
Term 2	<ul style="list-style-type: none"> Explore the interrelationships between constituent features of existing performance material. 	<ul style="list-style-type: none"> Learners will draw upon their knowledge and understanding of the three choreographers and their works to select and analyse considered examples that demonstrate interrelationships of processes, techniques and approaches. 	<p>Summative, assessment</p> <p>Extended piece of writing</p>	<ul style="list-style-type: none"> Develops an understanding of the similarities and differences in the way choreographers work: Their approach, style, working methods, performance ideas etc. 	<ul style="list-style-type: none"> Develop a greater understanding of choreography and processes which will support them in their externally assessed unit.
Term 3	<ul style="list-style-type: none"> Externally set Task -Component 3 Performing to a brief 	<ul style="list-style-type: none"> Learners will be given the opportunity to work as part of a group to create a workshop 	<p>Summative</p> <p>Students will complete three controlled assessments: 1: Initial ideas and exploration (800</p>	<ul style="list-style-type: none"> Develop an understanding of how to respond to a brief Be able to select, develop and apply their skills and 	<ul style="list-style-type: none"> Develop ability to plan, schedule rehearsals, work to a set time.
Term 4	<ul style="list-style-type: none"> Externally set Task -Component 3 Performing to a brief 				
Term 5	<ul style="list-style-type: none"> Externally set Task -Component 3 Performing to a brief 				



		<p>performance in response to a given brief and stimulus.</p>	<p>words), 2: Development process (800 words) and 3: Evaluation (800 words) Also they will need to produce a 7-15 minute piece to perform in a workshop performance. This will be videoed and sent along with the controlled assessments to the exam board.</p>	<p>techniques in response to the brief</p> <ul style="list-style-type: none"> • Be able to evaluate the development process and outcome in response to a brief. 	
<p>Term 6</p>					



Year 12- Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<p>Pioneers of Contemporary Dance: Rudolph Von Laban, Mary Wigman, Isadora Duncan</p> <p>Second Phase of contemporary Choreographers – Christopher Bruce, Richard Alston, Siobhan Davies</p>	<ul style="list-style-type: none"> History of Modern Dance Study of choreographers – Researching their background, choreographic styles, importance to development of contemporary dance. -Taking part in practical workshops exploring their choreography 	<p>On-going in class Formative assessment – Self assessment, peer assessment, teacher feedback and questioning</p> <p>Summative assessment – Video footage and Journal</p>	<p>Develop an understanding of the development of contemporary dance.</p> <p>Develop choreography techniques for performance.</p>	<p>Developing effective analysis, evaluation and understanding</p>
Term 2	<p>Modern choreographers – Henri Oguike, Matthew Bourne</p> <p>Choreography Stimuli – Pictures, Lyrics and Music</p> <p>Martha Graham Technique class</p>	<ul style="list-style-type: none"> Study of choreographers – Researching their background, choreographic styles, importance to development of contemporary dance. -Taking part in practical workshops exploring their choreography Recap from level 2 on different approaches to choreography – stimulus, structure, development etc Technique classes working on specific genre of contemporary. Work on physical skills development. 	<p>On-going in class Formative assessment – Using video footage, self, peer and teacher feedback and questioning.</p> <p>Summative – extended writing. Report into the development of contemporary dance from where it started to present day. Who are the greatest influencers?</p> <p>Video footage, journal and lesson logs.</p>	<p>Further understanding of the development of contemporary dance.</p> <p>Develop skills and techniques of contemporary dance</p> <p>Continued development of choreography techniques, structures and devices.</p>	<p>Awareness of all choreographic devices so learners have the tools needed for their choreography and exam unit.</p>
Term 3	<p>Merce Cunningham Technique class</p> <p>Limone Technique class</p> <p>Learning Set work</p> <p>Choreographing own dance pieces</p> <p>EXAM PREP - Group Workshop</p>	<ul style="list-style-type: none"> Technique classes working on specific genres of contemporary. Work on physical skills development. Set Dance rehearsals Creating a dance piece inspired by a professional choreographer for a group of 5 or more. 	<p>On going in class Formative assessment – Using video footage and self, peer and teacher feedback and questioning.</p> <p>Summative -Lesson logs, video footage and milestone 1 (800 words) controlled</p>	<p>Develop wider skills of contemporary dance – understanding different genres within it.</p> <p>Begin to apply skills and techniques of contemporary dance in a performance piece.</p> <p>Begin to apply choreographic techniques to own choreography.</p>	<p>Students will improve their physical and interpretive skills and gain a wider knowledge of contemporary dance.</p> <p>To choreograph for a group, learners will develop skills of leadership, management, accountability, understanding, commitment.</p>

		<ul style="list-style-type: none"> • Create a piece of choreography in a group of more than 3 in response to the brief set by the exam board. The piece must be between 12-20 minutes. 	assessment on initial response and ideas of brief.		
Term 4	<p>Limone Technique class Skinner Technique class Rehearsing set work and performance Choreographing own dance pieces and rehearsing them ready for performance. EXAM PREP</p>	<ul style="list-style-type: none"> • Technique classes working on specific genres of contemporary. Work on physical skills development. • Set Dance rehearsals and performance in school show • Creating/developing a dance piece inspired by a professional choreographer for a group of 5 or more and performance of piece in dance show. • Developing choreography for exam piece. 	<p>Ongoing in class Formative assessment – Using video footage and self, peer and teacher feedback and questioning. Summative -Lesson logs, evaluations video footage and milestone 2 and 3 (800 words) controlled assessments on creative developments and decisions based on brief.</p>	<p>Develop even wider skills of contemporary dance – understanding different genres within it. Apply skills and techniques of contemporary dance in a performance piece. apply choreographic techniques to own choreography.</p>	<p>Students will continue to improve their physical and interpretive skills and gain a wider knowledge of contemporary dance. To choreograph for a group, learners will develop skills of leadership, management, accountability, understanding, commitment.</p>
Term 5	EXAM PREP	<ul style="list-style-type: none"> • Rehearsals and workshop performance for external exam 	Summative -Video evidence of performance and milestone 4 (800 words) controlled assessment evaluating work.	Be able to review own development and final performances.	Develop ability to plan, schedule rehearsals, work to a set time
Term 6	Jazz classes	<ul style="list-style-type: none"> • Technique classes working on physical and interpretive skills of Jazz Dance 	Formative – teacher feedback and questioning.	Develop basic Jazz Dance skills	Gain a wider knowledge of Jazz dance techniques.



Year 13 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Explore the roles and skills of a performer 	<ul style="list-style-type: none"> Role of a dancer <ul style="list-style-type: none"> Interrelationships with other roles in performance practice. Formal training and progression routes, employment opportunities, working conditions, Lifestyle factors, skills, physical and interpretive skills 	<p>Formative-self, peer and teacher feedback and questioning</p> <p>Summative A leaflet explaining the role of a dancer in detail, lesson log write ups</p>	Develops understanding of the pathways, career opportunities and lifestyle of a dancer/choreographer	<ul style="list-style-type: none"> Develop effective analysis, evaluation and understanding in their written work.
Term 2	<ul style="list-style-type: none"> Exploring the origins and developments of Jazz dance and musical accompaniment. Developing physical and interpretive skills Planning set performance pieces one group and one individual. 	<ul style="list-style-type: none"> To study the roots of Jazz in African and Caribbean traditional dances and then look at burlesque and Vaudeville followed by choreographers such as Katherine Dunham, Lester Horton, Jack Cole, Matt Mattox, Bob Fosse, Jerome Robbins, Gus Giordano and musical accompaniment. Work on technique classes and skills development Plan chosen group performance and solo performance. 	<p>Formative self, peer and teacher feedback and questioning.</p> <p>Summative A report demonstrating knowledge and understanding of the development of Jazz dance with reference to examples of practitioners past and present practices and music accompaniment. Video footage and lesson logs/journal</p>	<ul style="list-style-type: none"> Develop an understanding of the development of Jazz dance and the correlation between Jazz dance and music. Develop skills and techniques in Jazz Dance Applying skills they have learnt to planning performance pieces. 	<ul style="list-style-type: none"> Developing effective analysis, evaluation and understanding
Term 3	<ul style="list-style-type: none"> Technique classes Rehearsals 	<ul style="list-style-type: none"> Technique classes working on specific genres of Jazz. Work on 	<p>Ongoing in class</p> <p>Formative assessment – Using video footage and</p>	Develop wider skills of Jazz dance – understanding different genres within it.	Students will improve their physical and interpretive skills and gain a wider knowledge of Jazz dance.

		<p>physical skills development.</p> <ul style="list-style-type: none"> • Set Dance rehearsals 	<p>self, peer and teacher feedback and questioning.</p> <p>Summative -Lesson logs, video footage</p>	<p>Begin to apply skills and techniques of Jazz dance in a performance piece.</p>	
Term 4	<ul style="list-style-type: none"> • Rehearsing set works and performance 	<p>Set dance rehearsals, Performances and Evaluations</p>	<p>Formative self, peer and teacher feedback and questioning</p> <p>Summative final performances, log books, evaluations</p>	<p>Develop even wider skills of Jazz dance – understanding different genres within it.</p> <p>Apply skills and techniques of Jazz dance in a performance piece.</p>	<p>Students will continue to improve their physical and interpretive skills and gain a wider knowledge of Jazz dance.</p>
Term 5	<p>Completing any outstanding work</p>	<p>Use Term 5 to make any improvements and finish off any incomplete work prior to deadlines.</p>	<ul style="list-style-type: none"> • Summative assessment Final hand in of both units. 	<ul style="list-style-type: none"> • Improve any work 	<p>Develop self-reflection and awareness</p>
Term 6					