



## DANCE

CURRICULUM PROGRESSION OVERVIEW				
STUDENTS STUDY DANCE IN YEAR 7, DRAMA IN YEAR 8 AND A CHOICE OF EITHER DANCE OR DRAMA IN YEAR 9				
	YEAR 7 Dance	Year 9 Dance	YEAR 10 BTEC Dance	YEAR 11 BTEC Dance
HTI	<p><b><u>Breakdance</u></b></p> <p>Students are to learn the basic elements of dance that will contribute towards creating, replicating and performing. Students are introduced to the basic features and skills required in Breakdance building on practical confidence. Alongside this students look at action, space, relationships, devices, health and safety.</p>	<p><b><u>Evolution of Dance</u></b></p> <p>Part 1 - Students will learn a variety of dance styles and routines focusing on how dance has evolved through the years. Contemporary, Jazz, Vogue, Disco, Tap, Urban latin, Jive. This is used as a baseline assessment.</p>	<p>Introduction to the BTEC Tech Award in Performing Arts - Dance course including learning about the grading criteria and requirements of the course.</p> <p><b><u>Component 1 Preparation 1</u></b></p> <p>Students are introduced to a professional production which is critically analysed and deconstructed. Students will learn the rep and create a research document that shows their knowledge of how the roles, responsibilities, skills and style interrelate</p> <p><b><u>Component 2 Preparation 1</u></b></p> <p>Students will rehearse professional rep and perform it. within practical lessons. Students are to critically appreciate their own performance, through describing, analysing, interpreting, evaluating and reflecting. Students must know and understand:</p> <ul style="list-style-type: none"> <li>• Relevant terminology</li> <li>• The contribution of performance to audience understanding of the</li> </ul>	<p><b><u>Component 2</u></b></p> <p>Students will rehearse professional rep and perform it. within practical lessons. Students are to critically appreciate their own performance, through describing, analysing, interpreting, evaluating and reflecting. Students must know and understand:</p> <ul style="list-style-type: none"> <li>• Relevant terminology</li> <li>• The contribution of performance to audience understanding of the choreographic intent of the work being performed</li> </ul>

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<b>HT2</b>	<p><b><u>Urban Dance</u></b></p> <p>An introductory project looking at Urban Dance. By the end of the project students will be able to use Break Dance, Locking, Tutting, Popping and Shuffling. Urban dance is used to show progress in confidence and physical ability.</p>	<p><b><u>Evolution of Dance</u></b></p> <p>Part 2 - Students will learn a variety of dance styles and routines focusing on how dance has evolved through the years. Tap, Urban latin, Jive. This is used as a baseline assessment.</p>	<p><b><u>Component 1- Preparation 2</u></b></p> <p>Students are introduced to a professional production which is critically analysed and deconstructed. Students will learn the rep and create a research document that shows their knowledge of how the roles, responsibilities, skills and style interrelate.</p> <p><b><u>Component 2 Preparation 2</u></b></p> <p>Students will rehearse professional rep and perform it. within practical lessons. Students are to critically appreciate their own performance, through describing, analysing, interpreting, evaluating and reflecting. Students must know and understand:</p> <ul style="list-style-type: none"> <li>• Relevant terminology</li> <li>• The contribution of performance to audience understanding of the choreographic intent of the work being performed</li> </ul>	<p><b><u>Component 2</u></b></p> <p>Students will rehearse professional rep and perform it within practical lessons. Students are to critically appreciate their own performance, through describing, analysing, interpreting, evaluating and reflecting. Students must know and understand:</p> <ul style="list-style-type: none"> <li>• Relevant terminology</li> <li>• The contribution of performance to audience understanding of the choreographic intent of the work being performed</li> </ul>
<b>HT3</b>	<p><b><u>Dance Around World</u></b></p> <p>In this project students will learn a variety of different dance styles that originate from different parts of the world. This links to the cultural aspects of dance and its true origins. Allowing students to appreciate the significance of dance throughout the world.</p>	<p><b><u>Repertoire 1</u></b></p> <p>Exploration of professional repertoire and artists. Students will specifically analyse production and practice sequences.</p> <p>Students will create a research report on the professional repertoire.</p> <p><b>Links to Component 1 and Component 2</b></p>	<p><b><u>Component 1 Assessment</u></b></p> <p>Students are to choose a professional production which is critically analysed and deconstructed. Students will learn the rep and create a research document that shows their knowledge of how the roles, responsibilities, skills and style interrelate.</p>	<p><b><u>Tech Award Component 3:</u></b></p> <p>Introduction Responding to a Brief: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus</p>

HT4	<p><b><u>Graffiti</u></b></p> <p>This unit is based on a visual stimulus of Graffiti Art. The unit makes cross curricular links with art and shows pupils how other art forms can be a powerful stimulus for dance. Pupils are provided with a wide range of visual images to use as a stimulus and extend their range of movement. This also links into accessing creativity and problem solving skills for future projects.</p>	<p><b><u>Choreography</u></b></p> <p>In this project students recap and learn choreographic skills and how to apply them in practice. Dance and choreography are intertwined, but they're not the same. This unit explores this and how to develop movement even if you are a beginner. Choreography is the process of creating those planned movements. There are also important differences between dancers and choreographers. While choreographers plan sequences of movement, dancers bring that work to life. It's important to note that not all dancers are choreographers, and not all choreographers are dancers.</p> <p><b>Links to Component 3</b></p>	<p><b><u>Component 1 Assessment</u></b></p> <p>Students are to choose a professional production which is critically analysed and deconstructed. Students will learn the repertoire and create a research document that shows their knowledge of how the roles, responsibilities, skills and style interrelate.</p>	<p><b><u>Tech Award Component 3:</u></b></p> <p>Rehearsal of Responding to a Brief: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus</p>
HT5	<p><b><u>Capoeira</u></b></p> <p>In the project students will learn about the Brazilian form of Dance that originates from the African Slaves as a form of self-defence. Students will learn key moves such as <b>Jinga , Block, push Kick and Circular Kick</b></p> <p>SMSC Links to diversity and history.</p>	<p><b><u>Choreography</u></b></p> <p>The ability to create original and unique dance routines is an important skill and ability to develop. In this project students will recap and learn choreography devices and apply them in practice based upon a stimulus. Recapping previous knowledge.</p>	<p><b><u>Tech Award Component 3 Preparation:</u></b></p> <p>Practice of Responding to a Brief: Learners will be given the opportunity to work as part of a group to contribute to choreographic ideas in preparation for a mock workshop performance.</p>	<p><b><u>Tech Award Component 3:</u></b></p> <p>Final Assessment of Responding to a Brief: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</p>
HT6	<p><b><u>Music Video</u></b></p> <p>In this project students will research and analyse the importance of dance within</p>	<p><b><u>Repertoire 2</u></b></p> <p>Exploration of professional repertoire and artists. Students will specifically analyse</p>	<p><b><u>Component 2 Preparation 3</u></b></p> <p>Students will rehearse a further professional rep and perform it within practical lessons.</p>	

	<p>media. They will use their own choreographic skills to create their own music video through IPad software to film, edit and stylise. This unit has been devised to showcase the knowledge the students have learnt over the course of Year 7.</p> <p><b>Links to Component 1, 2 and 3</b></p>	<p>production and practice sequences.</p> <p>Students will create a research report on the professional repertoire.</p> <p><b>Links to Component 1 and Component 2</b></p>	<p>Students are to critically appreciate their own performance, through describing, analysing, interpreting, evaluating and reflecting. Students must know and understand:</p> <ul style="list-style-type: none"> <li>• Relevant terminology</li> <li>• The contribution of performance to audience understanding of the choreographic intent of the work being performed</li> </ul> <p><b><u>Tech Award Component 3:</u></b></p> <p>Rehearsal of Responding to a Brief: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus</p>	
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### **Why is the study of Dance important?**

Dance means practically exploring performance methods and techniques, as well as developing analytical skills through the evaluation of live and recorded performance work. There are numerous benefits for incorporating dance into a well balanced curriculum. These include Physical (Strength, flexibility, coordination and balance), Emotional (impacting mood, confidence and resilience) and Cognitive (enhancing memory, orientation, creativity and concentration). Dance also means the use of techniques to explore issue based work relating to personal development and moral/ethical dilemmas. Its study will require learners to question the purpose of performance and the intention of a range of choreographers/practitioners and dance companies in their creation of performance work.

Learners will also explore their own creative intention and develop their personal performance skills in expressing their thoughts and ideas through the medium of dance. Performance studies will encourage students to express their personal views within group work and through the creative choices they make about their choreography. From Year 7 in Dance, they will have the exciting opportunity to develop their practical understanding of skills such as choreography, technical, physical and expressive. They will learn how to create their own choreography using inventive body actions, choreographic devices, how to structure the actions into a sequence and make decisions about dynamics. In Year 9 learners will have the opportunity to choose Dance enhancing their knowledge for the Tech Award Qualification. Learners will perform their work regularly in order to develop their confidence and develop a strong understanding of the audience experience. Student's study of Dance will encourage them to think deeply and help them to effectively express themselves– a great life skill that all universities and employers will appreciate.

Through their study of Dance, learners will be exposed to the work of professional choreographers such as Christopher Bruce, Kenrick H20 Sandy, Lucy Bennett, Itzik Galili, James Cousins and Kate Prince. Students will learn about contrasting approaches to performance, and why the key practitioners developed these different approaches to suit the intention of their work. They will use stimuli and response to professional works for generating ideas in choreography.

Lessons will provide a wide range of opportunities for practical workshopping, developing performance material and performing work to other members of the class. The Dance studios should be brimming with practical opportunities for students to express themselves and share their ideas with others.

Big Questions such as why people create performance and the intended impact on their audience will be considered through study of this subject. Learners will develop their understanding of how performance has changed over the centuries and consider the reason why this might be. Study of Dance will encourage learners to question the purpose of performance through the analysis of ground-breaking performance companies such as 'ZooNation' and professional Dance companies. Learners will explore choreographers that use the medium of dance to explore political and social issues in iconic pieces such as A Lina Curva by Itzik Galili and Shadows by Christopher Bruce.

### **What skills will the study of Dance teach?**

As a citizen in this world, students need to know how to work collaboratively with other people, express their personal views, understand their view of others, and communicate clearly. Dance provides a framework for understanding people through the analysis of professionals, choreographers and live performance work; as well as the opportunity to work collaboratively to create work that will express their own ideas.

### **Dance will teach students to...**

- Perform dance with control, fluency, accuracy and the correct timing
- Develop physical skills such as posture, alignment, flexibility stamina and strength
- Use dynamics to emphasise the mood and meaning of the dance
- Create effective choreography that has a logical structure and utilises choreographic devices
- Analyse the effectiveness of your own choreography and use of dance skills
- Express your ideas within a group during collaborative creative tasks
- Communicate ideas through the use of dance skills
- Reflect and analyses professional repertoire

### **What will learners know and understand from their study of Performance?**

- choreographers have an intention for their work and there is often a political or social meaning within the work.

- There are many different styles of dance that have been developed with different approaches and intentions
- Dance practitioners have developed a range of different approaches to match the intention of their work
- The importance of considering your audience in the creation of performance work
- To articulate the aspects of a piece of performance that they like/dislike and why
- Understand the response from your audience and adapt their work to increase the clarity and effectiveness

### **How will I be assessed in Dance?**

There are 3 assessment points for Y8-9 and 6 assessment points for years 10 and 11 that we term Praising Stars©. For younger years we base our assessment on our subject mapping of the age related expectations across the curriculum, assessing students' performance at their current stage of study against expectation.

At Key Stage 4, we make an informed prediction from our holistic assessments based on our subject mapping of expectation across the BTEC Level 2 Technical Award Performing Arts (Dance) curriculum.

### **How can Dance support your future?**

The study of Dance will prepare students for many different career opportunities within the Performing Arts sector and beyond.

Many students will go on to study dance further at University or Dance Conservatoires to Degree level and beyond. Courses are available at Masters and PhD level.

The study of Dance can lead to a wide range of careers:

- Dancer
- Teacher
- Choreographer
- Community Artist
- Dance Development Officer
- Artistic Director
- Dance Captain
- Dance Critic
- Dance Writer
- Rehearsal Director
- Dance movement therapy