



## DANCE

### **Why is the study of Dance important?**

Dance is practically exploring performance methods and techniques, as well as developing analytical skills through the evaluation of live and recorded performance work. Dance techniques are used 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/theatre and dance companies/playwrights 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 your choreography. From Year 7 they will have the exciting opportunity to develop their practical understanding of performance skills including techniques such as-timing, flexibility, alignment, and co-ordination within Dance. In Dance they will learn how to create their own choreography using inventive body actions, devices such as canon and unison, how to structure the actions into a sequence and make decisions about dynamics. 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.

In Dance, learners will analyse professional repertoire and use their understanding to stage their own versions of iconic pieces of choreography. Lessons will provide a wide range of opportunities for practical workshopping, developing performance material, staging extracts of text and performing work to other members of the class. The Performing Arts classroom 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.*

### **What students will know and understand from their study of Dance**

#### **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 characters, playwrights 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 utilizes 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

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

- 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 theatre and dance that have been developed with different approaches and intentions
- Theatre and 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

### **Curriculum Guidelines**

To ensure the curriculum in Dance is knowledge rich and offers learners significant opportunities to expand their knowledge of the subject, all learners must cover the following within their year 7/8 curriculum:

In Dance, all learners must explore the work of one current choreographer. For example, Christopher Bruce, Alvin Ailey, Matthew Bourne. Learners should understand the intention of the choreographer and have the opportunity to learn short sections of repertoire.

Creating- All learners must be given the opportunity to use devising/choreography skills in creating their own work. They should be clear about their intentions for their work and evaluate the success.

Professional Work- All learners must be exposed to one piece of professional work. They should have the opportunity to view the work and carry out activities to allow them to analyse the intention and success of the piece.

**PERFORMING ARTS CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY CITY FIELDS DANCE**

	<b>Year 7</b>	<b>Year 8</b>	<b>YEAR 9</b>
<b>Autumn 1</b>	<p><b><u>Introduction to dance:</u></b> Students are to learn the basic elements of dance that will contribute towards creating, replicating and performance. Within this students look at action, space, relationships, devices, health and safety</p>	<p align="center"><b><u>The Greatest Showman</u></b></p> <p>Students will develop knowledge of dance and the fundamental aspects that are included within dance. They will explore a range of choreographic skills and implement these into their own choreography. Students will work closely with a group to share ideas and increase their dance vocabulary. Lessons will focus largely on developing student's choreography skills and confidence to perform.</p>	<p align="center"><b><u>Creative Curriculum</u></b></p> <p>Students take part in a range of activities that will enhance and develop further skills ready for the next stage in their journey – This may be looking at further choreographic devices or studying a theatre company. Students will be creative bringing all of their skills to fruition in a project that encourages creativity and independence.</p>
<b>Autumn 2</b>	<p align="center"><b><u>Cultural Heritage</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. Student will learn key moves such as <b>Ginga, Block, push Kick</b> and <b>Circular Kick</b></p> <p>They will also learn about the New Zealand Rugby Haka and its origins and importance focusing on the <b>Haka Ka Mate</b></p>	<p>Students will complete 12 full lessons during this unit of work, two additional lessons have been included and can be used if required.</p> <p>Lessons will focus largely on developing student's choreography skills and confidence to perform. Students will be given a variety of opportunities to self-assess and peer assess their performances. This evaluation process aims to develop the student's dancing/performance skills each week</p>	

<p><b>Spring 1</b></p>	<p style="text-align: center;"><b><u>Urban Dance</u></b></p> <p>An introductory project looking at Urban Dance. By the end of the project students will have an understanding of the different styles <b>Break Dance, Locking, Tutting, Popping and Krumping</b></p>	<p style="text-align: center;"><b><u>Dancing Through the Decades</u></b></p> <p>Students explore how dance has shaped history and has developed. Students will complete 12 full lessons during this unit of work. Lessons will focus largely on developing student's knowledge of a variety of dance styles and choreographic skills.</p> <p>Students will develop their choreographic skills and learn about a range of performance skills and choreographic devices. They will also develop their confidence and communication skills, due to performing each week and working in a small group to discuss ideas/choreography.</p> <p>Students will be given a variety of opportunities to self-assess and peer assess their performances. This evaluation process aims to develop the student's dancing/performance skills each week.</p>	<p style="text-align: center;"><b><u>Understanding the Performing Arts</u></b></p> <p>Project: Rambert - A Linha Curva Understanding the history of the company assess the choreographic intentions of the piece. Understanding the key features of the performance style including costumes, lighting, music and movement styles. Assessing the processes that have been used in making the work.</p>
<p><b>Spring 2</b></p>	<p style="text-align: center;"><b><u>Bollywood Dance</u></b></p> <p>Students will explore the culture and actions of Bollywood dancing. Understanding the key Cultural significance; the key features of the performance style including costumes, lighting, music and movement styles.</p> <p style="text-align: center;"><b>Thumka, Bhangra, Vah-Vah-Vah,</b></p>		

<p><b>Summer I</b></p>	<p><b><u>African Dance</u></b></p> <p>Students explore the historical significance of African dance and how both dance and music are integral to African Culture. Celebrating, sharing traditions and links to spiritual beliefs. Comparing traditions from ours and African Culture</p>	<p><b><u>Swansong</u></b></p> <p>Inspired by the professional dance work, 'Swansong', (Christopher Bruce 1987)</p> <p>The unit makes cross-curricular links with citizenship, dealing with the process of false imprisonment and interrogation and Human Rights.</p> <p>The unit focuses on emotive and moral issues. Technical skills are further developed in this unit in particular contact work, lighting and weight bearing, soft shoe tap, the use of props and an introduction to a simple abstracted ballroom technique (tango)</p> <p>Expressive skills are a key emphasis of this unit. Use of focus and facial expression along with the variety of technical movement and repeated phrases support the intensity of the work.</p> <p>Choreographic skills pupils will reflect the structure of the dance work and the narrative.</p> <p>Pupils will use mainly trio formations and relationships, with some opportunity for a victim's solo and a duet cane/tango dance.</p>	<p><b><u>Project: Pheonix Dance Theatre – Shadows</u></b></p> <ul style="list-style-type: none"> <li>· Understanding the history of the company assess the choreographic intentions of the piece.</li> </ul> <p>Understanding the key features of the performance style including costumes, lighting, music and movement styles.</p> <p>Assessing the processes that have been used in making the work.</p>
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<p><b>Summer 2</b></p>	<p><b><u>Choreography Task</u></b> Students will recap the year specifically the choreographic devices. Students will then choreograph their own dance material from a series of starting points.</p>	<p><b><u>Guernica</u></b> Cross-curricular links – History, Art and Dance Encourage critical thinking Creative response Utilise pictorial stimulus Develop unison skills Analysis of professional choreographic work Use professional work as inspiration Develop small group working skills Develop performance skills to include facial expression and intention Develop copy, repeat, recall skills Creativity in development of set sequence</p>	
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