

Curriculum Progression Pathway for Dance

Subject Intent:

The Performing Arts Curriculum is designed to ignite our students' creativity and passion, and to promote a lifelong love of the Arts while developing a sense of morality, identity and cultural awareness. Within Dance students are given the opportunity to explore the world around them through the exploration of a wide range of styles, techniques and the study of subject specific professional works. Students are encouraged to develop their teamwork, leadership and independent enquiry skills throughout the Performing Arts Curriculum with an emphasis on practical work and the development of performance skills, technique and reflective practice.

Why is the study of Dance important?

The goal of dance education is to inform and enable students to appreciate and participate in various aspects of dancing: creating/choreographing, performing, and responding to dance. Students learn the craft of choreography, giving them an opportunity to become creative artists, as they practise using a variety of choreographic tools and devices. A wide range of dance styles and techniques are studied, from highly evolved classical ballet or modern techniques, from ethnic and cultural dances like those found in India or Africa to numerous contemporary urban dances. Learning how to understand and interpret dance performance can open the door to a lifetime involvement with dancing.

When students are given opportunities to watch dance performances, live or on video, this helps them define what makes dance movements interesting, meaningful, or artistic to them.

Studying dance develops creativity, teamwork, confidence, critical thinking, self-discipline, physical health, mental health and the ability to work collaboratively—all beneficial in any 21st century career path and quality of life. We are very lucky to have a bespoke Dance Curriculum as many schools do not have this.

What skills will the study of Dance teach students?

- Teaches Teamwork and Accountability

- Increases One's Responsibility
- Helps Improve Determination
- Allows Creativity
- Teaches Flexibility
- Communication - Speaking and Listening
- Confidence
- Develop their technique - physical and mental
- Improve their performing skills
- Study a range of dance styles and forms

The very nature of creating dance revolves around collaboration – sharing ideas, observing, discussing, trying, refining, providing feedback, evaluating, supporting. Maintaining a place for dance in education provides a unique opportunity to work together in different ways and in different roles, as choreographers, teachers, performers, observers and critics.

What will students know and understand from the study of Dance?

To begin, students learn a variety of choreographic skills and processes. Through improvisation, exploration and experimentation, they learn how to create and conceptualise their own choreographic ideas. By using a wide variety of sources for artistic inspiration and varying circumstances, students learn where choreographers get their ideas - the stimulus. Students also investigate how to organise and develop artistic ideas. They learn to compose dances by using a range of choreographic devices and structures, and using improvisation, experimentation, collaboration and revision to discover new choreographic methods.

Performing is usually the highlight of every student's dance education, and helping students utilise additional production elements teaches them how to enhance artistry. As they move through KS3 to KS4 they discover the impact of props, lighting, costumes, scenery, and media projections on a performance. Also, presenting dance in traditional and alternative performance venues further challenges students to think about the overall effect of a dance performance, and supports experimental performing experiences.

Discovering and articulating the meaning of an artistic work is key to appreciating, understanding, and responding to dance performances. Students learn to analyse, interpret and critique dances to refine their skills of observation to then apply this to their own work.

At KS4 as well as including what has been said above, the course will give you the opportunity to develop knowledge and technical skills in a practical

learning environment. You will also develop key skills, such as creating performance content for a real vocational scenario linking it to the real world.

How does the study of Dance support students learning in other subjects?

Dance is open to interpretation, which enables creative thinking, as there is no right or wrong answer. This encourages independent thinking and pushes students to provide evidence for their own interpretations and thoughts, something that they are required to do in other subjects. This course builds on and uses the knowledge and skills you learn in your GCSEs, particularly in English, Drama and Dance. It can also be complementary learning for GCSE Media Studies. This course is different from studying GCSEs, as, by taking part in different types of practical vocational activities to then focus on one area in which to develop your skills and techniques, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways through doing the BTEC Tech Award in Performing Arts (2022).

Through dance, children can gain a multitude of important developments; sensory and spatial awareness, coordination, concentration and mobility. But more than this, we use it to express emotions, increase confidence or even just to make ourselves feel better! Schools can put a large focus on academic subjects, don't forget about the physical! We love it when we can bring dance into other core curriculum subjects, to cater for all ways of learning.

How can you deepen students' understanding of Dance?

Dance is a demanding personal journey for each student which calls upon the significantly transferable skills of self-improvement, tenacity, physical effort, commitment, problem solving, refined communication skills, verbally and non-verbally, analysis and critique, self-evaluation, and that's before they have learned a step! It is a subject that has a huge amount to offer to a broad range of students irrespective of ability or gender.

We encourage active participation (as opposed to simply passive observation). This requires that every student participates, not just the ones who readily volunteer. It also requires that students interact with each other, instead of simply speaking in succession.

How can Dance support students' future progression?

At a time when children spend their time more and more in front of a computer or television, the escape Dance offers has never been more important. Hopefully, one day Dance will be viewed as part of the bedrock of a broad and balanced education, with all children exposed to the richness that an art-based education offers. Encouraging creative ambition prepares for a culture relevant future. Instilling this in children now forges the path for our future

generations. It is a school's job to demonstrate what the arts can offer in terms of development, challenge and a full education, which allows for more versatile career paths.

KS3 - Y7/8 Dance = 1 Hour per fortnight and Y9 Dance = 2 terms (Spring/Summer - 1 hour per fortnight)

KS4 - Y10/11 = 2 Hours per week

Exam board used in Y10 & Y11

Pearson - Btec Tech Award in Performing Arts with a Dance Focus (2022)

CURRICULUM PROGRESSION PATHWAY

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<u>Sports Dance</u> Skills: Team work, motif, unison, formation, transition, repetition, movement memory, use of energy, posture.	<u>5 Soldiers by Rosie Kay</u> Skills: Partner and contact work, Motif, unison development, floor patterns, repetition, spatial awareness. Professional Stimulus.	The Autumn term in Year 9 will be a Drama project. Please see the Drama curriculum for more information.	<u>Baseline assessment</u> First impressions, technique, creating/developing dances workshops.	<u>Component 2: Developing Skills and Techniques in the Performing Arts</u> - Learning, Performing and Evaluating progress of professional choreography in relation to a theme set by the exam board in September. Internal Coursework 30%
Autumn 2	<u>Sports Dance</u>	<u>5 Soldiers by Rosie Kay</u>	The Autumn term in Year 9 will be a Drama project. Please see the	<u>Component 1 Exploring the Performing Arts</u>	<u>Component 2: Developing Skills and Techniques in the</u>

			Drama curriculum for more information.	Roles and responsibilities in performance and how to put on a performance in relation to a theme set by the exam board early December. Internal Coursework 30%	<u>Performing Arts</u>
Spring 1	<u>Rock n Roll</u> Skills: Motif, unison, formation, transition, repetition, direction, contact, movement memory, use of energy, posture,	<u>Fusion Dance - Styles of Dance</u> 70's, Bollywood, Ballet and Contemporary. Skills: Canon, Dynamics, Stylistic content, cultural differences in movement.	<u>Swansong by Christopher Bruce (Contemporary)</u> First Impressions, Team work, Unison, Canon, contact, recreating using professional choreography, learning professional choreography.	<u>Component 1 Exploring the Performing Arts</u>	<u>Component 3 Responding to a Brief -</u> set by the exam board late January. Creating a group piece (3-7 people) lasting 7-15 minutes on a given stimulus and target audience. Externally Assessed 40%
Spring 2	<u>Rock n Roll</u>	<u>Fusion Dance - Styles of Dance</u>	<u>Swansong by Christopher Bruce (Contemporary)</u>	<u>Component 1 Exploring the Performing Arts</u>	<u>Component 3 Responding to a Brief</u>
Summer 1	<u>Creating from a Stimulus - words, music, pictures.</u> Skills: Motif, unison, formation, transition,	<u>Diversity (Street Dance)</u> Skills: Learn professional repertoire, create content from a stimulus.	<u>Combined Project with Drama</u> Using skills from both subject areas that students have learnt in KS3. Including the	<u>Component 3 - Responding to a Brief Mock</u> Chosen by school for mock. Creating a group piece	<u>Component 3 Responding to a Brief</u> BTEC Dance is usually finished by the 7th of May.

	repetition, direction, contact, structure, movement memory, use of energy, posture, Understanding of style, intention, creating.		technical side to our subjects too - Set Design, Costume, Lighting and Sound Design.	(3-7 people) lasting 7-15 minutes on a given stimulus and target audience.	
Summer 2	<u>Creating from a Stimulus - words, music, pictures.</u>	<u>Diversity (Street Dance)</u>	<u>Combined Project with Drama</u>	<u>Component 3 - Responding to a Brief Mock</u>	