

Springwood High School Dance Curriculum Plan

Our Vision:

We are committed to providing opportunities for all students to be involved in Dance as it is in the industry.

Exam boards: BTEC and RSL

Brief overview of topics, themes, skills or key questions for each term:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Students will receive 2 lessons a fortnight in Dance via the PE curriculum which will occur in one half term. This will equate to approximately 6-7 lessons depending on the half term.</p> <p>In their first lesson(s) they will complete a baseline test which will consist of learning a short piece of repertoire and performing it to the class. In the remaining lessons students will explore a short phrase in a particular dance style such as Bollywood, Street, Jazz/Charleston and Contemporary and will develop this phrase in small groups. Students will be given creative tasks in order to develop their choreography skills, exploring different actions, space, dynamics and relationships. Each student will be assessed at the end of their half term taking into account their choreography and performance skills in order to ascertain a predicted attainment grade in addition to an ATL grade.</p> <p><i>If exams are taking place in the practical dance space then students will complete a research task analysing the movement components of different dance styles. In this case, the student's final grade will take into account the quality of their written work in addition to any practical lessons assessing their performance and choreography skills to ascertain a predicted attainment grade in addition to an ATL grade.</i></p> <p>Dance will be delivered to all students on more than one superlearning day during the year, for example 'Introduction to the Arts' and 'Smoothie Advertising'.</p>					
8	<p>Students will receive 2 lessons a fortnight in Dance via the PE curriculum which will occur in one half term. This will equate to approximately 6-7 lessons depending on the half term.</p> <p>Students will learn a short phrase inspired by a professional work, for example 'Rosas Danst Rosas' by Teresa De Keersmaker and 'Emancipation of Expressionism' by Boy Blue, and they will develop the repertoire in small groups to create a final performance piece. Students will explore practical tasks inspired by physical theatre, contemporary and street dance in order to develop their choreography. Each student will be assessed at the end of their term considering their choreography and performance skills in order to ascertain a predicted attainment grade in addition to an ATL grade.</p> <p><i>If exams are taking place in the practical dance space then students will complete a research task analysing the movement components and constituent features of professional works. In this case, the student's final grade will consider the quality of their written work in addition to any practical lessons assessing their performance and choreography skills to ascertain a predicted attainment grade in addition to an ATL grade.</i></p>					
	<p>Students in Year 9 will 'opt in' to complete 2 lessons a fortnight of dance via PE for the whole year</p>					

Springwood High School Dance Curriculum Plan

9	<p>Introduction to physical and expressive skills and how to improve them</p> <p>Warm up, cool down, health and safety</p>	<p>Developing expressive and physical skills for an 'Audition'.</p>	<p>Introduction to movement components via learning and choreographing set phrases</p>	<p>House Dance Show piece: Improving physical, technical and expressive skills in addition to choreography</p>	<p>Introduction to choreography from a stimulus</p>	<p>Developing a motif and structure in choreography</p>
BTEC Tech Award Level 1/2 in Performing Arts						
10	<p>Component 1 preparation: Exploring the Arts.</p> <p>Sep – Dec Explore professional works and apply learning outcome A and B.</p>	<p>Component 1: Exploring the Arts. Paper release September. Internally assessed, externally moderated. Assessed May/June.</p> <p>Learning outcome A: Students will investigate 1 professional dance work and analyse the stylistic qualities, features, intentions and purpose of the work.</p> <p>Learning Outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work by actively participating in workshops and classes as a performer.</p>			<p>Prepare and develop skills for Component 2 and 3</p>	
11	<p>Component 2: Developing Skills and Techniques in the Performing Arts. Release date June. Internally assessed, externally moderated. Assessed Dec/Jan.</p> <p>Learning outcome A: Students will prepare for a performance or pitch/presentation of designs of/for existing repertoire.</p> <p>Learning Outcome B:</p>	<p>Component 3: Responding to a Brief. Externally assessed. Released Dec/Jan. Assessed May/June.</p> <p>Learning outcome A: Understand how to respond to a brief Learning outcome B: Select and develop skills and techniques in response to a brief Learning outcome C: Apply skills and techniques in a workshop performance in response to a brief Learning outcome D: Evaluate the development process and outcome in response to a brief</p>				

Springwood High School Dance Curriculum Plan

<p>Students will showcase performance or production designs for an audience.</p> <p>Learning Outcome C: Students will review the development and application of skills and techniques during the process and after.</p>		
---	--	--

YEAR 12			
Unit: 331 Ensemble Dance Performance	Unit 322 Applying safe dance practice	Unit 334 Leading Dance	Unit 306 Planning for a career in the Performing Arts CORE
Term 1: Sept – Oct approx. 6 weeks			
<p>1.1 Lead and support others in a group to develop and rehearse a group performance in the chosen genre</p> <p>1.2 Perform the technique of the chosen genre, which includes:</p> <ul style="list-style-type: none"> a. Performance of movements and sequences b. Demonstration of stamina and strength c. Relevant posture and control d. Musicality and clarity of performance 	<p>1.1 Explain the importance of appropriate clothing and footwear and the implications of not adhering to this</p> <p>1.2 Explain the reasons for warm up and cool down and its effects on the dancing body</p> <p>1.3 Identify key factors which help ensure their safe dance environment</p> <p>1.4 Explain the principles of injury prevention and care</p> <p>1.5 Explain the influence of good nutrition and hydration in supporting healthy dance practice</p> <p>1.6 Explain the benefits to dance practice of applying safe, effective dance knowledge</p>	<p>Introduction to leading unit</p> <ul style="list-style-type: none"> - What makes a good leader - Key skills: voice, body language, behaviour - Plan warm ups on each other, choreography tasks etc. - Everyone to volunteer team teaching one lesson a fortnight 	<p>1.1 Use professional (tutor, mentor, industry specialist etc.) feedback and guidance to create a learning and skills development plan that contains the following:</p> <ul style="list-style-type: none"> a. An assessment of current knowledge and skills b. An overview of current aspirations and goals c. An assessment of knowledge and skills required to attain the goals d. A schedule for on-going review of progress towards goals
Oct – Dec (approx. 7 weeks)			
Continue 1.1 & 1.2 (assessment in November)	Continue 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	1.1 Plan a dance session identifying:	Continue 1.1

Springwood High School Dance Curriculum Plan

	<p>2.1 Plan a physiological warm up and cool down following safe dance principles in preparation for dance class</p> <p>2.2 Identify four key muscle groups used in their warm up and the anatomical effects of the warm up on these muscle groups</p> <p>2.3 Lead their peers in the demonstration of the warm up / cool down</p>	<p>a. Intended context and structure of the session</p> <p>b. Type of participating group</p> <p>c. Aims of the delivered session</p> <p>d. Clear learning outcomes for participants</p> <p>e. Clear content for the session</p> <p>f. Progression from the session</p> <p>2.1 Demonstrate delivery of safe and appropriate:</p> <p>a. Warm up and cool down exercises</p> <p>b. Progression of activities/use of techniques</p>	
Term 2: Jan – Feb (5 ½ weeks)			
	<p>Continue 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3</p> <p>Deadline February</p>	<p>3.1 Evaluate the success of the session with areas of strength, and identify areas for improvement</p> <p>3.2 Seek and act on feedback from participants and observers to improve performance</p> <p>Evidence: Video of leading class and evaluation</p> <p>Deadline January</p>	Continue 1.1
Feb – March (6 weeks)			
<p>2.1 Choreograph a group routine reflecting the essence of the dance genre</p> <p>2.2 Perform the choreographed routine, including:</p> <p>a. Realisation of the chosen style</p> <p>b. Use of space and musicality</p> <p>c. Technical accuracy</p> <p>d. A sense of performance</p>	<p>Cover: STYLE 2</p> <p>1.1 Plan a physiological warm up and cool down following safe dance principles in preparation for dance class</p> <p>1.2 Lead their peers in the demonstration of the warm up/cool down</p> <p>Evidence: report on class/ video of class and reflection</p>	<p><i>Additional: students to lead House dance competition rehearsals for annual dance show in May.</i></p> <p><i>Students still have the opportunity to teach/team teach dance lessons or clubs in school.</i></p>	Continue 1.1

Springwood High School Dance Curriculum Plan

	UNIT COMPLETE		
Term 3: April – May (6 weeks)			
<p>Continue 2.1 & 2.2 Final performance to take place in annual dance show</p> <p>3.1 Evaluate own performance including personal strengths and areas for development</p> <p>3.2 identify challenges faced through the process of choreographing and performing as part of a group in the chosen genre</p>		<p><i>Additional: students to lead House dance competition rehearsals for annual dance show in May</i></p> <p><i>Students still have the opportunity to teach/team teach dance lessons or clubs in school.</i></p> <p><i>They will lead show rehearsals again in Year 13.</i></p>	<p>Continue 1.1</p> <p>2.1 Assess the potential for progress into two roles in the creative and performing arts industries, (relevant to their identified goals), evaluating their suitability for each role through an analysis of:</p> <ul style="list-style-type: none"> a. Current skills and required skills for the role b. Accepted routes into the role c. Availability of the role d. Competition for the role
June – July (7 weeks)			
<p>Repertory Dance</p> <p>Introduction: explore several works to establish best fit on cohort</p> <p>1.1 Rehearse a piece of dance choreography, demonstrating:</p> <ul style="list-style-type: none"> a. Ability to learn and retain dance material containing complex movements and sequences b. Ability to work independently and as part of a group to rehearse set choreography c. Ability to retain and reproduce movement material accurately d. Safe dance practice e. Support for the choreographer/rehearsal director 	<p>Choreography</p> <p>The basics of choreography to underpin projects coming up. Explore choreography tasks. Different stimulus tasks from past papers. Introduce to motif and motif development.</p>		Continue 1.1, Continue 2.1

Springwood High School Dance Curriculum Plan

f. Ability to respond to direction and a mature approach to rehearsal and performance			
---	--	--	--

YEAR 13			
Unit 335 Repertory Dance	Unit 324 Choreography	Unit 304 Performance preparation External	Unit 306 Planning for a career in the Performing Arts Internal Core
Term 1: Sept – Oct approx. 6 weeks			
<p>Continue 1.1</p> <p>1.2 Perform a group dance work, showing:</p> <ul style="list-style-type: none"> a. Technical understanding appropriate to the choreographed piece b. Accurate reproduction of the dance material c. Stamina and strength appropriate to the choreographed work d. Co-ordination and dance facility <ul style="list-style-type: none"> e. Dance quality and interpretation f. Performance expression and skill g. Consistent and sustained musicality h. Reflection of the choreographic style i. Engagement with the audience <p>2.1 Analyse the significance of the dancers' contribution to choreographic work</p> <p>2.2 Describe the background of the</p>	<p>1.1 Choreograph a dance which:</p> <ul style="list-style-type: none"> a Is inspired by a suitable piece of music, literature or art b Includes a range of compositional tools and devices, including theme and variation c Demonstrates movement motif and its development d Is set at a suitable level of technique for the dancer(s) performing it <ul style="list-style-type: none"> a. Shows sensitivity to the material and the performers <p>2.1 Rehearse and bring the dance to performance showing:</p> <ul style="list-style-type: none"> A. Management and scheduling of the rehearsal process B. An understanding of the needs of the performers C. Application of safe dance practice throughout the performance D. The ability to work with others sensitively 		<p>Continue 1.1 and 2.1</p> <p>2.2 Devise and explain personal strategies to generate revenue from each area of work identified in 2.1 and how they may be combined or used independently, to produce a sustainable income</p> <p>2.3 Create a range of materials (e.g. CV, business proposal, pitch to a given brief) that will support their strategies to generate income</p>

Springwood High School Dance Curriculum Plan

choreographer and explain their artistic vision 2.3 Explain the challenges of working in a group and reproducing choreographic vision 2.4 Analyse the role and responsibilities of the dancer in rehearsal and performance Deadline October			
Oct – Dec (7 weeks)			
	Continue 1.1 and 2.1 3.1 Reflect on the challenges of devising and bringing the choreography to performance 3.2 Explain how they managed performance scheduling and timings 3.3 Discuss the ideas and motivation behind each piece of choreography 3.4 Evaluate the strengths in the work and changes that they would make to their process in the future Deadline December	Exam paper released in November 1.1 Describe the style and context of two contrasting performance genres 1.2 Observe and review the productions of two contrasting performance genres 1.3 Compare and contrast the style and context of the two contrasting performance genres	Continue 1.1, 2.1, 2.3, 2.4
Term 2: Jan - April			
		2.1 Explain how they would prepare to audition/interview for a specific role in a performance production 2.2 Use a range of techniques, including those developed through their optional units, to audition/interview for a specific role in a performance production 2.3 Evaluate the audition/interview in terms of strengths and areas for	1.1 and 2.1 deadline January Continue 2.2 and 2.3 deadline March

Springwood High School Dance Curriculum Plan

		<p>improvement</p> <p>3.1 Work with others to develop a plan for a collaborative production</p> <p>3.2 Develop a rehearsal schedule for the performance</p> <p>3.3 Contribute to regular rehearsals for the performance</p> <p>3.4 Make suggestions for modifications to the performance based on rehearsals and feedback from others</p> <p>Deadline March</p>	
Course complete. Students may have the opportunity for re-submissions			

Enrichment Activities:

Super Learning Days: Year 7 Introduction to Dance, Smoothie Advert Competition

Performances Christmas Concert/Assemblies, School Panto, Annual Dance Show, SSP Dance Festivals (x2), WNAT Dance Festival

Competitions: House Dance – May

Trips: A number of trips occur throughout the year and students will be notified when these arise.

Cross-curricular: Natural occurrences in lessons and more formally throughout the year e.g. Superlearning day: Kinetic theatre, dance shows: drama/music and art. Jazz components: history.

Clubs & Support: KS3 Dance club afterschool Fridays 3:30 – 4:30pm

KS4 and 5 Revision and 1:1 sessions available at lunch times as requested