

## 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: AQA

### **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>Female students will receive 1 lesson a fortnight in Dance via the PE curriculum which will be spread over 2 separate half terms. This will equate to 4-8 lessons depending on the half term. Male students will be given the opportunity to opt to take Dance.</p> <p>In their first lesson 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 be taught a short phrase in a particular dance style such as Bollywood, Street, Jazz/Charleston and Contemporary and will develop the phrase in small groups. 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> <p>All students will also complete modules on the following in drama lessons:</p> <p>Greek Theatre (implementing skills of unison and canon),</p> <p>Physical Theatre (students will use their body as props, physicalising emotions, unison and canon, pace and weight of movement)</p> <p>Musical Theatre (students will create a Bugsy Malone routine in a 'flapper' style)</p>					
8	<p>Female students will receive 2 lessons a fortnight in Dance for a whole term – this will equate to 12-16 lessons depending on the half term. Male students will be given the opportunity to opt to take Dance.</p> <p>Students will learn a short phrase inspired by '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. Each student will be assessed at the end of their 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 and constituent features of professional works. 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>					

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	All students will also complete modules on the following during drama lessons: Commedia Dell 'Arte (students will use improvisation and learn key character movements) Pantomime (students will learn key character movements e.g. the dame)					
	Component 1					
9	Introduction to Component 1: Physical and Technical skills.	Christmas Concert show piece: Improving physical, technical and expressive skills	Component 1: Introduction to Set Phrases and developing physical skills	House Dance Show piece: Improving physical, technical and expressive skills	Component 1: Choreography	Component 1: Set Phrases
	Component 2					
	<ul style="list-style-type: none"><li>Health and safety</li><li>Physical, technical, expressive and mental skills – terminology and how to improve them</li><li>Movement components: RADS</li><li>Writing a motif</li><li>Choreographic devices</li></ul>		Section A: using a choreography stimulus  Section A: Mock		A Linha Curva: Analysing constituent features and RADS. Completion of essay questions	
	Component 1					
10	Performance in a Duet/Trio	Christmas Concert show piece: Improving physical, technical and expressive skills	Component 1: Performance in a Duet/Trio & Set Phrases	House Dance Show piece: Improving physical, technical and expressive skills	Component 1: Choreography	Component 1: Performance in a Duet/Trio, Set Phrases & Choreography
	Component 2					
	Emancipation of Expressionism: Analysing constituent features and RADS Completion of essay questions	Within Her Eyes: Analysing constituent features and RADS Completion of essay questions	Shadows: Analysing constituent features and RADS Completion of essay questions	Artificial Things: Analysing constituent features and RADS Completion of essay questions	Infra: Analysing constituent features and RADS Completion of essay questions	Revision of weaker units Mock of Section A & C paper
11	Component 1					
	Choreography exam paper set by AQA and given to students to complete.			Practical Exam		

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	Finishing, improving and refining Set Phrases, Performance in a Duet and Trio, Choreography				
	Component 2				
	Infra: Analysing constituent features and RADS Completion of essay questions	Artificial Things: Analysing constituent features and RADS Completion of essay questions	Section B: Questions on own performance and choreography Revision of weaker units Mock papers		Revision
12	Component 1				
	Introduction to performance and choreography skills	Christmas Concert: Improving physical, technical and expressive skills.	Performance in a Quartet	House Dance Show: Improving technical, physical and expressive skills. Choreography: leading a house team	Performance in a Quartet Solo Performance
	Component 2				
	Introduction to Marie Rambert Rambert Origins Rooster Analysis including constituent features	Christopher Bruce: Swansong Ghost Dances Stylistic Features Impact on Rambert	Richard Alston: Soda Lake Strong Language Stylistic features Impact on Rambert	Robert North: Death and the Maiden Lonely Town, Lonely Street Stylistic features Impact on Rambert	Revision of weaker Rambert areas  Mock questions  Singin' in the Rain analysis including constituent features
13	Component 1				
	AQA Choreography paper released and given to students	Choreography Improving and refining solo and quartet	Improving and refining choreography, solo and quartet	Exam	
	Component 2				
	Gene Kelly Stylistic Features Impact on SITR	Comparing Kelly, Fosse and Robbins: stylistic	More depth on Robert North and Richard Alston	Revision – predicted questions	Exam

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	Bob Fosse & two of his works Influences Jerome Robbins & two of his works Influences	features, choreographic approach Development of Jazz Recapping all areas so far	Recapping all areas so far	and areas of weakness	
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### **Enrichment Activities:**

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

Competitions: House Dance – March 2020

Trips: A number of trips occur throughout the year and students will be notified when these arise.  
(West Side Story Trip, 28<sup>th</sup> November)

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

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

GCSE Specification: <https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification-at-a-glance>

GCSE Set Phrases: <https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases>

A Level Specification: <https://www.aqa.org.uk/subjects/dance/as-and-a-level/dance-7237>