

# 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 and RSL

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

### **Key Stage 3**

#### **Why are we teaching a knowledge-rich curriculum; how is it different?**

KS3 Dance covers performance, choreography and appreciation. Students are questioned to develop their understanding and use of correct terminology. They are encouraged to evaluate their own and each other's work to bring about improvement. Students are also given the opportunity to lead warm-ups and technical exercises as their confidence develops.

#### **Why are we teaching this content, in this order?**

Content naturally develops in future SOW as technical and choreographic skills are developed. SOW are structured to slowly build confidence and more emphasis is placed throughout KS3 on opportunities for more student led work as opposed to teacher led.

#### **How does our curriculum match the ambition of the National Curriculum?**

Dance is part of the Physical Education National Curriculum. The curriculum references that a range of dance styles and forms should be taught. Throughout KS3 a range of dance styles are explored from Bollywood, Charleston, Pedestrian, Contemporary and Street. Advanced technical exercises are also delivered to develop their practical abilities.

#### **How does the curriculum build on that from Key Stage 2?**

Under the PE curriculum the only reference to dance in KS2 is that students perform dances using a range of movement patterns. In our KS3 curriculum a range of material is delivered, building in complexity and allowing students to develop their work in relation to directions, levels and formations.

#### **By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject**

Students will have a foundation of technical performance and choreographic skills. They should also have some knowledge on their strengths and weaknesses, both technically and in a specific genre. Students should be able to work as an effective member of a team to produce ideas and some will show clear leadership skills. Students will have had the opportunity to perform to their peers, both in class and in larger

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performance settings via our dance clubs, assemblies, and annual dance show. Performing opportunities help to develop student confidence to present themselves to another person, whether dancing or not which is a valuable life skill.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Female students will receive 2 lessons a fortnight in Dance via the PE curriculum which will be spread over 2 separate half terms. This will equate to approximately 12-16 lessons depending on the half term. Male students can also opt into complete these modules as part of their 'aesthetics' in PE.</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 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:            Greek Theatre (implementing skills of unison and canon),            Physical Theatre (students will use their body as props, physicalising emotions, unison and canon, pace and weight of movement)            Musical Theatre (students will create a Bugsy Malone routine in a 'flapper' style)</p>					
8	<p>Students will receive 2 lessons a fortnight in Dance via the PE curriculum which will be spread over 2 separate half terms. This will equate to approximately 12-16 lessons depending on the half term.</p> <p>In their first half term 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>In their second half term students will learn an isolation phrase taught by the teacher that will then be developed into part of a 'Music Visualisation' dance project. Students will use music as a starting point for their choreography 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</i></p>					

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	<p><i>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>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)</p>					
	<b>Students in Year 9 will 'opt in' to complete 2 lessons a fortnight of dance via PE for the whole year</b>					
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>Christmas Concert show piece: Improving physical, technical and expressive skills</p>	<p>Introduction to movement components via learning and choreographing set dances</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>

### Key Stage 4

	<b>RSL Level 2 Certificate in Creative and Performing Arts Dance Pathway</b>		
10	<p>Introduction to dance styles and characteristics</p> <p>Improving performance technique</p>	<p>CAPA: 229 Dance Ensemble Performance – Internal Unit</p> <p>1.1 work collaboratively to create a dance piece            1.2 perform in the chosen dance genre            2.1 reflect on the performance            2.2 describe what they enjoyed and found most challenging about the style</p> <p>Possible additional performances: Christmas and House Dance Show</p>	<p>Students will have the opportunity to re-submit their work if necessary</p> <p>External Unit Mock: Practical Preparation            Reacting to a brief</p>
11	<p>Preparation for External Unit</p> <p>Responding to a brief, improving</p>	<p>CAPA: 201E Live Performance – Core Unit - External</p> <p>An external brief will be released in November in which students have to respond to the criteria named.</p>	<p>Finalising and perfecting student work until the exam board deadline.</p>

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	<p>performance technique, choreography techniques, health and safety, risk assessments, target audiences and expectations</p>	<p>Students will have to consider their relationship with other performers, health and safety, equipment needed and possible technical crew, the target audience, the relationship with the audience, how to plan and put into practice a rehearsal schedule, the skills needed to perform and the evaluation of skills and techniques that they can use to improve their performance skills.</p> <p>Submission of this unit is usually April-May</p>	
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### Key Stage 5

12	<b>Component 1</b>					
	<p>Introduction to performance and choreography skills</p> <p>Exploring options for solos</p>	<p>Exploring options for quartet</p> <p>Christmas Concert: Improving physical, technical and expressive skills.</p>	<p>Exploring options for performance in a quartet</p> <p>Solo performance rehearsals</p>	<p>House Dance Show: Improving technical, physical and expressive skills.</p> <p>Choreography: leading a house team</p>	<p>Performance in a Quartet</p> <p>Solo Performance</p>	
	<b>Component 2</b>					
<p>Introduction to Marie Rambert</p> <p>Rambert Origins</p> <p>Rooster Analysis including constituent features</p>	<p>Continuing exam practice of modules covered to date</p> <p>Christopher Bruce: Swansong</p> <p>Ghost Dances</p> <p>Stylistic Features</p> <p>Impact on Rambert</p>	<p>Continuing exam practice of modules covered to date</p> <p>Richard Alston: Soda Lake</p> <p>Strong Language</p> <p>Stylistic features</p> <p>Impact on Rambert</p>	<p>Continuing exam practice of modules covered to date</p> <p>Robert North: Death and the Maiden</p> <p>Lonely Town, Lonely Street</p> <p>Stylistic features</p> <p>Impact on Rambert</p>	<p>Revision of weaker Rambert areas</p> <p>Mock questions and timed exam condition practice</p>	<p>Singin' in the Rain analysis including constituent features</p>	

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13	<b>Component 1</b>				
	AQA Choreography paper released and given to students	Choreography Improving and refining solo and quartet	Improving and refining choreography, solo and quartet	Exam	
	<b>Component 2</b>				
	Continuing exam practice of modules covered to date  Gene Kelly Stylistic Features Impact on SITR Bob Fosse & two of his works Influences Jerome Robbins & two of his works Influences	Continuing exam practice of modules covered to date  Comparing Kelly, Fosse and Robbins: stylistic features, choreographic approach Development of Jazz	Continuing exam practice of modules covered to date  More depth on Robert North and Richard Alston Recapping all areas so far	Revision – predicted questions and areas of weakness	Exam

### Enrichment Activities:

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

Competitions: House Dance – March/April

Trips: A number of trips occur throughout the year and students will be notified when these arise.  
(e.g. Singin' in the Rain)

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 Wednesdays 3:30 – 4:30pm  
KS4 and 5 Revision and 1:1 sessions Thursdays 3:30 – 4:30pm