

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, 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 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>					
8	<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. (From Sept 2023 girls and boys will receive 2 lessons a fortnight in Dance for one 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 complete a physical theatre module in which they will be given movements and ideas to explore and develop into their own phrases. 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 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>					

Springwood High School Dance Curriculum Plan

Students in Year 9 will 'opt in' to complete 2 lessons a fortnight of dance via PE for the whole year						
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>
RSL Level 2 Certificate in Creative and Performing Arts Dance Pathway						
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>External Unit Mock: Practical Preparation Reacting to a brief</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>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 March</p>			<p>Finalising and perfecting student work until the exam board deadline.</p>	

Springwood High School Dance Curriculum Plan

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 Dec/Jan Internally assessed, externally moderated. Assessed May/June.</p> <p>Learning outcome A: Students will investigate 3 examples of professional dance work in varying styles and analyse their 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 in 3 different styles</p>	Prepare and develop skills for component 2 and 3
11	<p>Component 2: Developing Skills and Techniques in the Performing Arts. Release date Sep. 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: 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>	<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

A Level Dance						
12	Component 1					
	Introduction to performance and choreography skills Exploring options for solos	Exploring options for quartet Christmas Concert: Improving physical, technical and expressive skills.	Exploring options for performance in a quartet Solo performance rehearsals	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	Continuing exam practice of modules covered to date Christopher Bruce: Swansong Ghost Dances Stylistic Features Impact on Rambert	Continuing exam practice of modules covered to date Richard Alston: Soda Lake Strong Language Stylistic features Impact on Rambert	Continuing exam practice of modules covered to date Robert North: Death and the Maiden Lonely Town, Lonely Street Stylistic features Impact on Rambert	Revision of weaker Rambert areas Mock questions and timed exam condition practice	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					
	Continuing exam practice of modules covered to date Gene Kelly Stylistic Features	Continuing exam practice of modules covered to date	Continuing exam practice of modules covered to date	Revision – predicted questions and areas of weakness	Exam	

Springwood High School Dance Curriculum Plan

	Impact on SITS Bob Fosse & two of his works Influences Jerome Robbins & two of his works Influences	Comparing Kelly, Fosse and Robbins: stylistic features, choreographic approach Development of Jazz	More depth on Robert North and Richard Alston Recapping all areas so far		
--	---	---	---	--	--

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>Sep: Intro into different dance genres. Teacher to lead different sessions on a variety of styles to find best fit with group</p> <p>Oct: teacher to teach phrases in a genre in prep for assessment</p> <p>Cover: 1.2 Perform the technique of a chosen genre which includes a. performance of movements and sequences b. demonstration of stamina and strength c. relevant posture and control d. musicality and clarity of performance</p>	<p>Cover: 2.1 Explain the importance of appropriate clothing and footwear and the implications of not adhering to this 2.2 Explain the reasons for warm up and cool down and its effects on the dancing body 2.3 Identify 4 key muscle groups used in their warm up and the anatomical effects of the warm up on these muscle groups 2.4 Identify key factors which help ensure their safe dance environment Evidence: risk assessment/ log book</p>	<p>Cover: Introduction to leading unit (no formal evidence created)</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 with DPO 	<p>Cover: 1.1 Use professional (tutor, mentor, industry specialist etc.) feedback and guidance to create a learning and skills development plan that contains the following: 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 Evidence: list dance skills, letter to artistic director, schedule of goals</p>

Springwood High School Dance Curriculum Plan

Oct – Dec (approx. 7 weeks)			
Cover: Continue 1.2 Evidence: final performance of teacher taught phrase (November) Cover: (approx. December) 1.1 lead and support the others in a group to develop and rehearse a group performance in the chosen genre 2.1 choreograph a group routine reflecting the essence of the dance genre Evidence: rehearsal videos, rehearsal logs	Cover: 2.5 Explain the principles of injury prevention and care 2.6 Explain the influence of good nutrition and hydration in supporting healthy dance practice 2.7 Explain the benefits to dance practice of applying safe, effective dance knowledge Evidence: Safe practise manual	Cover: 1.1 Plan a dance session identifying: a. Intended context and structure of the session b. Type of participating group c. Aims of the delivered session d. Clear learning outcomes for participants e. Clear content for the session f. Progression from the session Evidence: A dance class plan	Task 1: 1.1 and 1.2 in part with audition – review skills Evidence: Do an audition with an unseen sequence, add to schedule and review skills
Term 2: Jan – Feb (5 ½ weeks)			
Cover: Continue 1.1 and 2.1 Evidence: rehearsal videos, rehearsal logs	Cover: STYLE 1 1.1 Plan a physiological warm up and cool down following safe dance principles in preparation for dance class 1.2 Lead their peers in the demonstration of the warm up/cool down Evidence: report on class/ video of class and reflection	Cover: 1.2 Deliver a dance session demonstrating: a. Confidence and clarity of delivery b. Clarity and accuracy in demonstration to others c. Good communication skills and rapport with participants d. Understanding of appropriate style/technique appropriate to the level of the group e. Support for other participants f. Appropriate choice of music	Cover: 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: 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 Evidence: audition solo and reports on one job role: dancer 2.1

Springwood High School Dance Curriculum Plan

		<p>2.1 Demonstrate delivery of safe and appropriate:</p> <ul style="list-style-type: none"> a. Warm up and cool down exercises b. Progression of activities/use of techniques <p>Evidence: Video of lesson – plus some supportive notes</p>	
Feb – March (6 weeks)			
<p>Cover: 2.2 Perform the choreographed routine, including:</p> <ul style="list-style-type: none"> a. realisation of the chosen style b. use of space and musicality c. technical accuracy d. a sense of performance <p>Evidence: rehearsal videos, rehearsal logs, final performance in House Dance show</p>	<p>Cover: STYLE 2 1.1 Plan a physiological warm up and cool down following safe dance principles in preparation for dance class 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 style="text-align: center;">UNIT COMPLETE</p>	<p>Cover: 3.1 Evaluate the success of the session with areas of strength, and identify areas for improvement 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>Date: Re submissions:</p> <p style="text-align: center;">UNIT COMPLETE</p> <p><i>Additional: students to lead House dance competition for show end of March</i></p>	<p>Cover: 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 <p>Evidence: report on one job role: Choreographer 2.1</p>
Term 3: April – May (6 weeks)			
<p>Cover: 3.1 Evaluate own performance including personal strengths and areas for development 3.2 identify challenges faced through the process of choreographing and performing as part of a group in the chosen genre</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 again in House dance in year 13.</i></p>	<p>Cover: Re visit 1.1 Evidence: updated Schedule</p>

Springwood High School Dance Curriculum Plan

Evidence: final evaluative report			
UNIT COMPLETE			
June – July (7 weeks)			
<p>Students could start repertory dance here (this may give scope to complete two pieces and chose the best one)</p> <p>can either cover 1 piece from july – dec which is all that's needed OR one from June – septmeber then another oct – dec and pick the best depending on ability of students. (approx. 10 weeks each attempt).</p>	<p>Choreography</p> <p>Students could start choreography unit here</p> <p>The basics of choreography to underpin projects coming up.</p> <p>Explore choreography tasks</p> <p>Set different stimulus tasks from past papers</p> <p>Introduce to motif and motif development</p>	<p>Performance Preparation External:</p> <p>Preparation/mock of unit until exam board release paper in November</p> <p>No formal evidence required.</p> <p>If repertory is chosen in two styles then students can research early now for this unit</p>	<p>Cover: 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>Link to leading dance – could set up classes for money.</p> <p>Evidence: Ideas pack</p>

YEAR 13			
Unit 335 Repertory Dance (or Dance Technique!)	Unit 324 Choreography	Unit 304 Performance preparation External CORE	Unit 306 Planning for a career in the Performing Arts Internal Core
Term 1: Sept – Oct approx. 6 weeks			
<p>Cover: can either cover 1 piece from July – Dec which is all that's needed OR one from June – September then another oct – Dec and pick the best depending on ability of students. (approx. 10 weeks each attempt).</p> <p>If rep is picked that is contrasting in genres students may find it easy to link to external performance preparation unit in their writing.</p> <p>1.1 Rehearse a piece of dance choreography, demonstrating:</p> <p>a. Ability to learn and retain dance material</p>	<p>Cover:</p> <p>1.1 Choreograph a dance which:</p> <p>a Is inspired by a suitable piece of music, literature or art</p> <p>b Includes a range of compositional tools and devices, including theme and variation</p> <p>c Demonstrates movement motif and its development</p> <p>d Is set at a suitable level of technique for the dancer(s) performing it</p>	<p>Cover:</p> <p>Preparation/mock of unit until exam board release paper in November</p> <p>No formal evidence required.</p> <p>If repertory is chosen in two styles then students</p>	<p>Cover: 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> <p>Evidence: create CV and statement</p>

Springwood High School Dance Curriculum Plan

<p>containing complex movements and sequences</p> <ul style="list-style-type: none"> 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 f. Ability to respond to direction and a mature approach to rehearsal and performance <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 choreographer and explain their artistic vision</p> <p>2.3 Explain the challenges of working in a group and reproducing choreographic vision</p> <p>2.4 Analyse the role and responsibilities of the dancer in rehearsal and performance</p> <p>Evidence: Group dance, evaluation and background pack for dancers</p>	<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>3.1 Reflect on the challenges of devising and bringing the choreography to performance</p> <p>3.2 Explain how they managed performance scheduling and timings</p> <p>3.3 Discuss the ideas and motivation behind each piece of choreography</p> <p>3.4 Evaluate the strengths in the work and changes that they would make to their process in the future</p>	<p>can research early now for this unit</p>	
Oct – Dec (7 weeks)			

Springwood High School Dance Curriculum Plan

<p>Cover PIECE 2:</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 <ul style="list-style-type: none"> e. Support for the choreographer/rehearsal director f. Ability to respond to direction and a mature approach to rehearsal and performance <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"> j. Dance quality and interpretation k. Performance expression and skill l. Consistent and sustained musicality m. Reflection of the choreographic style n. 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 choreographer and explain their artistic vision</p> <p>2.3 Explain the challenges of working in a group and reproducing choreographic vision</p> <p>2.4 Analyse the role and responsibilities of the dancer in rehearsal and performance</p>	<p>Continue above</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>3.1 Reflect on the challenges of devising and bringing the choreography to performance</p> <p>3.2 Explain how they managed performance scheduling and timings</p> <p>3.3 Discuss the ideas and motivation behind each piece of choreography</p> <p>3.4 Evaluate the strengths in the work and changes that they would make to their process in the future</p> <p>Evidence: Rehearsal log, final performance, final evaluation</p>	<p>Cover: Exam paper released in November</p> <p>1.1 Describe the style and context of two contrasting performance genres</p> <p>1.2 Observe and review the productions of two contrasting performance genres</p> <p>1.3 Compare and contrast the style and context of the two contrasting performance genres</p> <p>Evidence: comparison of two professional works (should link to rep unit)</p>	<p>Cover: 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> <p>Evidence: create own show reel Students can use material from ensemble unit, their two rep pieces, the choreography unit</p>
---	--	---	---

Springwood High School Dance Curriculum Plan

Evidence: Duet, pack for dancers, evaluation UNIT COMPLETED	UNIT COMPLETE		
Term 2: Jan - April			
Possible re submission task	Possible resubmission task	Cover: 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 improvement Evidence: create, prepare, perform and review an audition solo	Task 4: 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 Evidence: solo audition piece (this could be developed from a group piece or choreography piece and used a gain in external unit) Date: 11th march Resubmission date: 25th march UNIT COMPLETE
		Cover: 3.1 Work with others to develop a plan for a collaborative production 3.2 Develop a rehearsal schedule for the performance 3.3 Contribute to regular rehearsals for the performance 3.4 Make suggestions for modifications to the performance based on rehearsals and feedback from others Evidence: production plan, schedule, rehearse	

Springwood High School Dance Curriculum Plan

		and perform a group production piece.	
Term 3: May - July			
RE SUBMISSIONS			

Enrichment Activities:

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

Performances Christmas Concert/Assemblies, School Panto, Annual Dance Show, SSCO Dance Festivals (x2), WANT Dance Festivals

Competitions: House Dance – March/April

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