




Curriculum Information



What I learn about in the curriculum...

Year		Topics	 How does this build on from previous learning?	The key concepts we cover
7	Autumn 1	<ul style="list-style-type: none"> Introduction to Dance 1 You will learn all about how to work safely in dance, use of the dance element Relationship, Action, Dynamics and Space. We explore how these elements are used in professional work and how to create and develop motifs using choreographic devices. 	<ul style="list-style-type: none"> builds on prior learning from KS4 Dance as part of PE curriculum developing pupil's knowledge and understanding of the dance elements (RADS) How RADS can be used to communicate ideas to an audience Further develop understanding of how to use their bodies safely and effectively 	Performing <i>Elements of Dance</i> <i>Rehearsal</i> <i>Safe Dance</i> <i>Practise</i> <i>Stylistic features</i> <i>Historical Context</i>
	Autumn 2	<ul style="list-style-type: none"> Introduction to Dance 2 You will learn how the dance elements are used in professional work Emancipation of Expressionism by learning set motifs from this dance piece, the performance skills needed and how to develop these motifs using choreographic devices. 	<ul style="list-style-type: none"> learn more complexed movement motifs looking at professional work use their prior knowledge of RADS to identify the use of the dance elements in professional work how to develop movement motifs using group relationships and space 	Choreographing <i>Elements of Dance</i> <i>Choreographic Devices</i> <i>Structure</i> Appreciation <i>Elements of Dance</i> <i>Production</i> <i>Features</i> <i>Description</i> <i>Interpretation</i>
	Spring 1	<ul style="list-style-type: none"> Dance Through the Decades You will learn about how social dance styles have evolved through history, what influenced different dance styles and key stylistic features. You will start by focusing on Charleston, Rock n Roll. 	<ul style="list-style-type: none"> build on previous knowledge of the dance elements and performance skills to be able to describe and perform the stylistic features of Charleston and Rock n Roll Further develop their prior knowledge of relationships and choreographic devices to create duets in these dance styles 	
	Spring 2	<ul style="list-style-type: none"> Dance Through the Decades You will continue to learn about how social dance has evolved through history, the influences and key stylistic features of these styles focusing on Disco and Hip Hop. 	<ul style="list-style-type: none"> build on knowledge of stylistic features of Charleston and Rock n Roll and how these dance styles impacted on Disco and Hip Hop builds on use of performance skills, more complexed used of co-ordination, timing, musicality and use of isolated actions 	

	Summer 1	<ul style="list-style-type: none"> Musical Theatre – Matilda You will learn about what the key features of Musical Theatre are and where it originated from. The background of Matilda The Musical, the themes communicated in ‘Revolting Children’ and how these are communicated in the choreography and production elements such as costume/ set/ props. 	<ul style="list-style-type: none"> Build on previous knowledge of performance skills musicality, timing, co-ordination and the dance elements (RADS) to perform more complexed movement phrases as an ensemble. Use their knowledge of RADS to perform showing characterisation (how do you need to use RADS in this performance to express how the characters feel in Revolting Children) Further develop knowledge of performance skills using expressive skills 	
	Summer 2	<ul style="list-style-type: none"> Musical Theatre -The Greatest Showman You will learn about where this performance originated from and the themes being communicated; how to use a tableaux to express ideas to the audience; how to perform dance phrases from this professional piece and how to organise an ensemble performance using stage directions. 	<ul style="list-style-type: none"> Use prior knowledge of the dance element Space (levels, spatial design/ formations/ directions and size) and how to express a theme to an audience to create tableaux’s. Use knowledge of performance skills (physical and expressive) to express an idea to an audience Use previous knowledge of how to perform effectively as an ensemble and how to structure a group dance piece 	
8	Autumn 1	<ul style="list-style-type: none"> World Dance You will learn about the importance of cultural dance, where, how and why specific dance styles from around the World have been created. The key features and evolution of cultural dances. Starting with African Dance, then Bhangra. 	<ul style="list-style-type: none"> Prior knowledge of the key stylistic features of social dance styles particularly Hip Hop, to build on knowledge and understanding of how African Dance has influenced the development of dance Prior knowledge of performance skills such as timing, musicality, movement memory to learn more complexed rhymical dance phrases Understanding of RADS to be able to describe, develop and perform small group dances in these styles 	Performing <i>Elements of Dance</i> <i>RADS</i> <i>Rehearsal</i> <i>Stylistic features</i> <i>Historical Context</i> <i>Communication of intention</i>
	Autumn 2	<ul style="list-style-type: none"> World Dance You will continue to learn about the importance of cultural dance learning about the key features and evolution of Capoeira. How to safely and effectively replicate Capoeira actions including transferring weight onto your hands and exploring how to use this style to create a duet. 	<ul style="list-style-type: none"> Prior knowledge of performance skills flexibility, strength, control and balance to effectively replicate Capoeira actions and transference of weight fluently onto hands Prior knowledge of duet relationships and choreographic devices applied to create and perform a duet phrase in this style 	Choreographing <i>Elements of Dance</i> <i>RADS</i> <i>Choreographic Devices</i> <i>Aural Setting</i> <i>Exploring/ Improvisation</i>
	Spring 1	<ul style="list-style-type: none"> Hip Hop Dance – Some Like it Hip Hop You will further develop your understanding of Hip-Hop Dance style by looking at how this style has influenced a professional Dance piece ‘Some Like It Hip Hop’ by Zoo Nation. 	<ul style="list-style-type: none"> Builds on previous knowledge of African Dance and Hip Hop (use of rhythmical dance, isolated actions, hip and shoulder actions and angular arm gestures) applied to learning set phrase from professional work Use of tableaux to express themes used within Some Like its Hip Hop 	Appreciation <i>Elements of Dance</i> <i>RADS</i> <i>Production Features</i> <i>Description</i> <i>Interpretation</i> <i>Historical Context</i> <i>Production Features</i>

	Spring 2	<ul style="list-style-type: none"> Contemporary Dance You will learn about the background of Contemporary Dance, practitioners who have influenced this style; key features and use of performance skills; how to perform 'contact' work safely and effectively and explore how to create duet motifs in this dance style. 	<ul style="list-style-type: none"> Builds on prior knowledge and understanding of how to use balance, control, transferring their weight onto hands from Capoeira to be able to learn how to perform contact work safely and effectively Use prior knowledge of duet relationships and structuring of dance phrases to create a contemporary dance phrase 	
	Summer 1	<ul style="list-style-type: none"> Ghost Dances You will learn about the context of this contemporary dance piece and who the choreographer is. Develop an understanding of the stimulus and themes being communicated in this dance and how to create and perform a small group dance inspired by this work. 	<ul style="list-style-type: none"> Builds on knowledge of contemporary dance when learning set phrases from this contemporary dance repertoire. Uses knowledge of the elements of dance (RADS) and performance skills to choreograph, perform and appreciate this iconic dance work. 	
	Summer 2	<ul style="list-style-type: none"> Choreographing from a Stimuli You will learn about how to use a visual stimulus as inspiration for choreography. Exploring, selecting and structuring ideas using the elements of dance to express intentions to the audience. 	<ul style="list-style-type: none"> Builds on knowledge of how professional choreographers have used RADS to communicate an idea/ theme to an audience in the professional dance works they have been introduced to in year 7 and 8 Uses knowledge of how to use contemporary dance style in response to a stimulus Previous knowledge of choreographic devices to structure own dance work 	
9	Rotation	<ul style="list-style-type: none"> Communicating Powerful Messages You will learn about thought provoking dance piece's that have been created in contrasting dance styles; BLM created by Ashley Banjo (Hip Hop/ Street Dance) and Swansong by Christopher Bruce; learn dance phrases from this repertoire, identify the key themes in these works, how to express them using choreographic and production features such as set, lighting, costume, aural setting and props; also explore the use of props; how to use them safely and effectively to communicate ideas to an audience. 	<ul style="list-style-type: none"> Builds on prior knowledge and understanding of Hip Hop and Contemporary Dance used in these professional works Use previous knowledge of RADS and performance skills to learn more complexed dance motifs use previous knowledge of production elements used in professional performances to be able to describe and explain the contribution to the choreography Use prior knowledge of RADS to choreograph, perform and analyse dances 	Performing <i>Elements of Dance</i> <i>RADS</i> <i>Rehearsal</i> <i>Stylistic features</i> <i>Historical Context</i> <i>Communication of intention</i>
	Rotation	As above	As above	Choreographing <i>Elements of Dance</i> <i>RADS</i> <i>Choreographic Devices</i> <i>Physical Setting</i>

	Rotation	As above	As above	<i>Aural Setting</i> <i>Exploring/</i> <i>Improvisation</i>
	Rotation	As above	As above	Appreciation <i>Elements of Dance</i> <i>RADS</i> <i>Production</i> <i>Features</i>
	Rotation	As above	As above	<i>Description</i> <i>Interpretation</i>
	Summer 2	As above	As above	<i>Evaluation</i> <i>Analysis</i>
10	Autumn 1	<p>Component 1: Exploring the Performing Arts You will explore a professional practitioners work learning about the stylistic features; key facts; use of stimulus; use of movement components; production features in response to specific themes. You will also consider the purpose, influences and context of the piece looking at the practitioner’s creative intention and influences. You will also explore the roles, responsibilities and skills needed by performance and non-performance roles.</p>	<ul style="list-style-type: none"> • builds on knowledge of stylistic features and historical context of the dance styles studied in KS3 in more depth related to specific practitioner and dance piece • uses prior knowledge of how professional practitioners have used dance to express themes/ ideas to an audience • build on prior knowledge of production elements such as costume, music/ aural setting, set and props in KS3 to apply this to the more in-depth investigation of professional practitioner’s work • use prior knowledge of performance skills and choreographic devices when looking at the roles and responsibilities of practitioners. 	<p>Performing <i>Elements of Dance</i> <i>RADS</i> <i>Rehearsal</i> <i>Stylistic features</i> <i>Historical Context</i> <i>Communication of intention</i></p> <p>Choreographing <i>Elements of Dance</i> <i>RADS</i> <i>Choreographic Devices</i></p>
	Autumn 2	<p>Component 1: Exploring the Performing Arts (Continuation of this Component starting to look at a second piece of work in a contrasting style)</p>	As above related to the second dance practitioners’ piece in a contrasting style.	<p><i>Physical Setting</i> <i>Aural Setting</i></p>

	Spring 1	<p>Component 1: Exploring the Performing Arts (Continuation of this Component starting to look at a third piece of work in a contrasting style)</p> <p>You will explore a professional dance piece in relation to the Pearson Set Assignment Brief released at the start of this term.</p>	As above.	<p><i>Exploring/ Improvisation</i></p> <p>Appreciation</p> <p><i>Elements of Dance</i> <i>RADS</i></p> <p><i>Production Features</i></p> <p><i>Description</i></p> <p><i>Interpretation</i></p>
	Spring 2	<p>Component 1: Exploring the Performing Arts Completion of the Pearson Set Assignment.</p>	As above.	<p><i>Evaluation</i></p> <p><i>Analysis</i></p>
	Summer 1	<p>Component 2 Developing Skills and Techniques in Dance: You will learn about the stylistic features, physical, interpretive and technical skills required for performing in a specific Dance style (Contemporary and/ or Jazz Dance). Developing these skills to reproduce professional repertoire of a chosen dance piece. Reviewing and recording your development of skills and techniques in your logbook.</p>	<ul style="list-style-type: none"> • builds on understanding of how to apply performance skills safely and effectively in the relevant dance style being studied that they will have had some prior knowledge in KS3. • use their knowledge of safe dance practise from KS3 and evaluation of their own and others work as they learn more complexed technical dance studies • use their knowledge from Component 1 of the role of a dancer, stylistic features, communication of purpose and themes to an audience to successfully communicate the intention of this piece of professional repertoire. 	

	Summer 2	<p>Component 2 Developing Skills and Techniques in Dance continued: You will learn about the stylistic features, physical, interpretive and technical skills required for performing in a specific Dance style (Contemporary and/ or Jazz Dance). Developing these skills to reproduce professional repertoire of a chosen dance piece. Reviewing and recording your development of skills and techniques in your logbook. Mock performance and evaluation.</p>	<ul style="list-style-type: none"> • as above and builds on knowledge of how to improve technical skills, physical, expressive and interpretive skills to successfully replicate professional repertoire • also uses knowledge of the role and responsibility of a dancer from Component 1 to improve overall performance and set SMART targets 	
11	Autumn 1	<p>Component 2 Developing Skills and Techniques in Dance: Completion of the Pearson Set Assignment Brief. You will further develop your skills and technique in either Contemporary or Jazz dance dependent on the Pearson Set Assignment Brief in response to a specific theme set in the brief. You will learn a piece of professional repertoire that links to the specific theme set in this brief released in September.</p> <p>Component 3 How to respond to a brief: You will also develop your knowledge and understanding of how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief. Exploring choreographic ideas in response to different stimuli.</p>	<ul style="list-style-type: none"> • Use the knowledge and understanding of the requirements of performing the professional repertoire from last term and apply this to learning the professional repertoire linked to the Pearson Set Assignment Brief • Use knowledge and understanding gained from feedback and evaluation of own performance skills and techniques from previous term to improve performance • use prior knowledge and understanding from KS3 of how professional choreographers have used dance to communicate themes and ideas to an audience • also use previous knowledge and understanding of how to interpret a stimulus but now relate this to a target audience and specific purpose • apply previous knowledge of dance styles, techniques and the elements of dance and production features to respond to a brief and communicate dance intention 	<p>Performing</p> <p><i>Elements of Dance</i> <i>RADS</i></p> <p><i>Rehearsal</i></p> <p><i>Stylistic features</i></p> <p><i>Historical Context</i></p> <p><i>Communication of intention</i></p> <p>Choreographing</p> <p><i>Elements of Dance</i> <i>RADS</i></p> <p><i>Choreographic Devices</i></p> <p><i>Physical Setting</i></p> <p><i>Aural Setting</i></p> <p><i>Exploring/Improvisation</i></p>

	<p style="text-align: center;">Autumn 2</p>	<p>Component 2 Developing Skills and Techniques in Dance:</p> <p>Final submission of the Pearson Set Assignment Brief – Performance and Evaluation</p> <p>Component 3 How to respond to a brief: Mini mock assessment developing a group performance workshop piece in response to a set brief. Completion of Initial Ideas Log, Skills Log book stating process used to create group performance and Final Evaluation.</p>	<ul style="list-style-type: none"> • Use previous knowledge of their role and responsibility within the performance of this repertoire to present a successful interpretation of the piece • Use prior knowledge of the specific technical, physical, expressive and interpretive skills required to evaluate their final performance • Use knowledge from Component 1 Exploring the Performing Arts and Component 2 Developing Skills and Techniques in Dance to respond to a set brief to communicate dance to present final mini mock performance in response to the set brief • Use prior knowledge from Comp 1 and 2 to explain response to brief and development of group performance workshop piece 	<p>Appreciation</p> <p><i>Elements of Dance</i> <i>RADS</i></p> <p><i>Production</i> <i>Features</i></p> <p><i>Description</i></p> <p><i>Interpretation</i></p> <p><i>Evaluation</i></p> <p><i>Analysis</i></p>
	<p style="text-align: center;">Spring 1</p>	<p>Component 3 How to respond to a brief: You will be issued with the Set Brief for your external assessment; explore how to respond to the set brief to create a group performance piece; discuss ideas and your initial response; decide on creative intention; purpose and target audience. You will carry out any relevant research and plan your ideas.</p> <p>You will start the process of creating your group dance piece applying choreographic and performance skills/ techniques to develop your group dance.</p> <p>You will complete your Initial Ideas Log and Skills Log.</p>	<ul style="list-style-type: none"> • Use prior knowledge and understanding of professional practitioners work and the work pupils have created themselves in the mini mock to respond to the final brief and complete Ideas and Skills Log • Use their knowledge and understanding of the constituent features of dance (Elements of dance/ Choreographic Devices/ Costume/ Set/ Lighting/ Use of Props/ Aural Setting), dance styles, techniques, performance skills and choreographic devices to plan and create a group dance piece in response to the set brief • Use previous knowledge of purpose of professional work and target audience to explain your initial ideas 	

Spring 2	<p>Component 3 How to respond to a brief: You will structure your group performance piece in response to the set brief. Rehearse and perform your piece to your target audience. Finally, you will evaluate the process of creating your group dance piece.</p>	<ul style="list-style-type: none"> • use prior knowledge from Component 1 and Component 2 of how professional practitioners have structured their dances to communicate their intention to their target audience. • also use the knowledge and understanding of how to evaluate and review dances created by themselves and others. This will have been developed throughout KS3 and become more detailed and justified in KS4. 	

Information	
Personal Development within the Curriculum	<p>Opportunities to experience workshops with visiting professional dance artists/ dance companies. Theatre visits to see professional dance work. A range of different styles, cultural dances, themes and influences are explored with reference to professional dance work, choreographers and dance companies within the curriculum. Students develop their confidence through sharing work with their peers in a supportive environment, are taught how to be a respectful audience and be supportive when reviewing performances. They are also taught performance etiquette to promote a sense of pride when presenting their work.</p>
Extra Curricular Opportunities	<p>Weekly after school Dance activities include Dance Club and Dance Academy.</p> <p>School production and performing arts showcases. Opportunities to perform in school and at local events.</p>
Assessment	<p>Key Stage 3</p> <p>Performing, choreography and appreciation skills and knowledge of dance elements, historical context, influences and key features of dance styles. Also, knowledge of professional work and practitioners when applicable.</p> <p>Performing and choreography tasks are assessed against standardised criteria shared in class. Appreciation skills are assessed formatively and consistently by the teacher. Knowledge is assessed through knowledge tests and diagnostic quizzing.</p>

Performing and choreography skills are assessed at the end of every half term. Appreciation skills are assessed every lesson in 'do now' retrieval tasks. Knowledge tests are set at the end of each term.

Key Stage 4

Title of course studied: Pearson BTEC Tech Award Level 1 and 2 in Performing Arts (Dance Specialism)

Course Content and assessment information:

Component 1: Exploring Dance - Internal assessment (30% of your BTEC)

- You will examine professional practitioners' performance work
- Explore the links between the features of the work in three different styles of dance.
- You will keep a research log book and present your findings in a written piece of work

Component 2: Developing Skills in Dance - Internal assessment (30% of your BTEC)

- You will develop skills and techniques for performance
- Apply these skills and techniques in rehearsal and performance
- Review your own development and contribution to the performance

Component 3: Responding to a Brief - External assessment (40% of your BTEC)

- Understanding of how to respond to a brief
- Select and develop skills and techniques in response to a brief
- Apply skills and techniques in a workshop performance in response to a brief
- Evaluate the development process and outcome in response to a brief

Qualification
Information

<https://www.pearsonschoolsandfecolleges.co.uk/fe-vocational/subjects/creativeandmedia/btec-tech-award-2022-performing-arts>

- Watch videos of different dance styles at home – talk about dance styles you like and why you like them
- Ask your child to perform their Dance work for you at home
- Ask your child to explain to you what dance knowledge they have learnt in class. Ask them to explain the Elements of Dance (RADS) to you
- Visit the BBC iplayer and watch a dance documentary or performance
<https://www.bbc.co.uk/iplayer/categories/arts/featured>
- Learn a new dance style from a youtube tutorial
- Go to a local live dance event or visit the theatre to watch a dance performance
- Enrol your child in a local dance or performing arts school