

Dance Curriculum Overview KS3

2016/17

Year 7

SOW	Assessment	Skills
		<p>Students in Year 7 study 13 weeks of dance in the Create Arts Curriculum and focus on the following skills.</p>
		<p>Choreography Exploration of ASDR in using different themes and different dance styles. Adaptation of professional works in choreography. Developing knowledge of motif development and devise own motifs showing basic adaptation techniques. Applying knowledge of contact work through performance.</p>
		<p>Performance Develop confidence in performing work in front of peers Develop the ability to perform basic actions showing co-ordination and accuracy. Awareness of dance genres through performance. Appreciation of audience through use of basic performance skills.</p>
<p>Appreciation Be comfortable in watching a professional work and able to identify basic elements of ASDR. Analysing of own work through peer and self-assessment. Increase in range of technical vocabulary.</p>		

Year 8

SOW	Assessment	Skills
		Students in Year 8 study 13 weeks of dance in the Creative Arts Curriculum and focus on the following skills.
		Choreography: Use of selection and re-ordering skills to create own version of the dances studied. Use of basic choreographic devices such as level, direction, space, unison and canon, enlargement, use of symmetry and asymmetry and variation by addition. Use of stimulus when creating a motif. Use of ASDR to show a stimulus. Use ideas from professional works to develop dance ideas further.
		Performance: Replication of teacher taught choreography with accuracy and no assistance. Audience engagement and interaction through applying appropriate technical and performance skills. Be able to use basic contact work.
Appreciation: Evaluating aesthetic quality and social/historical context. Awareness and observation of different dance styles and themes. Use of dance vocabulary in class discussions. Analysis of professional works. Understanding of technical and performance skills in dance. Identify differences, compare & contrast. Analysis of own and peer work. Explanation of the purpose of ideas/thoughts/feelings.		

Year 9

SOW	Assessment	Focus	Skills
			<p>Choreography: Choreography tasks in a specific style independently. The use of motif development skills to develop original professional works and set phrases. Creative use of ASDR and choreographic devices when composing a motif.</p> <p>Performance: Technique sessions building on physical attributes in a specific genre. Use of performance skills to communicate meaning/mood to the audience. Reproduction of movement showing accuracy, co-ordination and musicality.</p> <p>Appreciation: Understanding of Physical setting within professional works, expressive and technical skills. Detailed critical analysis of own and others work. Broaden knowledge of technical vocabulary. Evaluate in detail the use of ASDR, technique and setting relating to interpretation and creativity, referring to key choreographers and techniques.</p>

		<p>based on a stimulus and also collaborative work from the students by choreographing motifs for the piece. Students to create own piece based on motif development. Students to be introduced to different ways movement can be developed by using motif development.</p>	
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TERM	FOCUS		ASSESSMENT
<p>Autumn 1</p> <p>SMSC: MORAL SOCIAL</p>	<p>Performance and Appreciation</p> <p>Assessment</p> <p>Objectives: AO1 AO3</p>	<p>Performance (AO1): Students will participate in technique sessions to help build on their physical attributes and skills in the style of Contemporary. Students will learn teacher taught technique sequences which will focus on the improvement and development of their physical skills. Exercises will have individual focuses on each of the physical skills <i>(please see literacy content at the beginning of the sow for these skills)</i> As well as technique sequences students will learn a Contemporary Dance Performance Piece focusing on applying the selected skills as well as exploring with contemporary style movement and elements of the GCSE set phrase. Majority of the performance piece will be teacher led with student's asked to focus on the physical skills in performance but some motifs will be choreographed by the pupils in order to allow them to explore independently with movement in the contemporary style.</p> <p>Appreciation (AO3): Students will focus on analysing and reflecting on their own performance as well as key terminology. Students will learn the physical skills and definitions. Students will also feedback on own and peer's performance which will be recorded on a verbal feedback sheet. Students will be expected then to write up a reflection of their overall performance in the technique exercises and performance piece identifying improvements over time with a focus on physical skills.</p> <p>Literacy Focus: Physical skills vocabulary and definitions. Analysing of own and peer work.</p>	<p>How the assessment decision is made?</p> <p>Through Formative Assessment: Students assessed weekly through self and peer assessment. Students will record feedback given and will reflect on this feedback which will show the progress over time.</p> <p>Through a Final Assessment:</p> <ul style="list-style-type: none"> • Performance of Contemporary exercises and performance piece. • Write up of reflection on own performance. Students will reflect on own work and will be asked to analyse strengths and weaknesses over the half term making reference to physical skills.

<p>Autumn 2 SMSC: CULTURAL SOCIAL</p>	<p>Choreography and Appreciation</p> <p>Assessment Objective focus: AO2 and AO4</p>	<p>Double Lessons= Practical and theory Single Lessons = Practical</p> <p>Performance (AO1): Students will continue to participate in technique sessions to help build on their physical attributes and skills in the style of Contemporary through the use of the technical exercises learnt in Autumn 1. Students will also look at technical and expressive skills identifying how these help to support performances pieces based on a stimulus.</p> <p>Choreography (AO2): Students will begin to look at different stimuli that can be used to choreograph. Students will explore using stimulus ideas and will be introduced to choreographing skills and devices used to choreograph. Students will be taught teacher taught sequences which will be part of a final performance piece as well as creating their own motifs using ASDR and choreographic devices based on the selected stimulus movement, which will be added to the final performance piece.</p> <p>Appreciation (AO4): Students will look at examples of Professional dance works in the style of Contemporary. Students will analyse how the movement content shows the chosen stimulus and will also critical analyse the physical setting and how it supports the dance idea. As well as this student's will be introduced to the choreography terminology and will understand the definitions and how these are used. Students will also use the reflective skills taught in Autumn 1 by using these to reflect on own, peers, past GCSE work and professional works.</p> <p>Literacy Focus: Analysing of professional works using descriptive language. Choreography terminology and definitions.</p>	<p>How the assessment decision is made?</p> <p>Through Formative Assessment: Students assessed weekly through self, peer and teacher assessment. Students will record feedback given and will reflect on this feedback which will show the progress over time.</p> <p>Through a Final Assessment:</p> <ul style="list-style-type: none"> • Performance of final performance piece looking at the use of dance skills to help support the dance idea • Performance of final motifs choreographed by the students. <p>Through a Mock Paper: Mock paper will be based on;</p> <ul style="list-style-type: none"> • Key terminology and definitions • Analysing of Professional work studied • Analysing of own work
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<p>Spring 1 SMSC: Cultural Moral</p>	<p>Performance, Choreography and Appreciation</p> <p>Assessment Objective focus:</p> <p>AO1 AO2 AO3</p>	<p>Performance (AO1): Students will participate in technique sessions to help build on their physical attributes and skills in the style of Urban. Students will learn teacher taught technique sequences which will focus on the improvement and development of their skills in the selected style <u><i>(please see literacy content at the beginning of the sow for these skills)</i></u> As well as technique sequences students will learn an Urban Dance Performance Piece focusing on applying the selected skills as well as exploring with Urban style movement and elements of the GCSE set phrase. Majority of the performance piece will be teacher led with student's asked to focus on applying the appropriate skills for this style in performance but some motifs will be choreographed by the pupils in order to allow them to explore independently with movement in the Urban style.</p> <p>Choreography (AO2): Students will explore using this style to create a motif based on a stimulus. Students will explore ways of using devices and ASDR to help support the dance idea. The choreography will be a collaboration of teacher taught sections and also student motif. Teacher taught sections will support the less able student's.</p> <p>Appreciation (AO3): Students will focus on analysing and reflecting on their own performance as well as the key terminology. Students will critically analyse different professional works in the selected style identifying how the movement content supports the dance idea. Students will also feedback on own and peer's performance/choreography which will be recorded on a verbal feedback sheet.</p>	<p>Through Formative Assessment: Students assessed weekly through self, peer and teacher assessment. Students will record feedback given and will reflect on this feedback which will show the progress over time.</p> <p>Through a Final Assessment:</p> <ul style="list-style-type: none"> • Performance of final performance piece looking at the use of dance skills to help support the dance idea • Performance of final motifs choreographed by the students. <p>Through a Mock Paper: Mock paper will be based on;</p> <ul style="list-style-type: none"> • Key terminology and definitions • Analysing of Professional work studied • Analysing of own work
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<p>Spring 2</p> <p>SMSC: CULTURAL MORAL</p>	<p>Choreography and Appreciation</p> <p>Assessment Objective Focus:</p> <p>AO2 AO4</p>	<p>Choreography (AO2): Students to choreograph own piece based on a stimulus of their choice. Students will participate in teacher led choreography tasks which will see them using basic ASDR and devices. Students to be introduced to different types of stimuli that can be used, structure, climax and choreographic devices.</p> <p>Appreciation (AO4): Students will understand the terminology of Climax, structure and highlights. As well as this students will reflect on their own and others work identifying areas of improvements. Students will also analyse past GCSE work looking at the marking criteria to help gain their understanding.</p> <p>Literacy Focus: Analysing of own, peers and past GCSE work.</p>	<p>How the assessment decision is made?</p> <p>Through Formative Assessment: Students assessed weekly through self, peer and teacher assessment. Students will record feedback given and will reflect on this feedback which will show the progress over time.</p> <p>Through a Final Assessment:</p> <ul style="list-style-type: none"> • Performance of final performance piece looking at the use of dance skills to help support the dance idea • Performance of final motifs choreographed by the students. <p>Through a Mock Paper: Mock paper will be based on;</p> <ul style="list-style-type: none"> • Key terminology and definitions • Analysing of Professional work studied • Analysing of own work
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<p>Summer 1 & 2 SMSC: MORAL</p>	<p>Performance and Appreciation</p> <p>Assessment Objective Focus: AO1 AO3</p>	<p>Performance (AO1): Students will participate in technique sessions to help build on their physical attributes and skills in the style of Contemporary. Students will learn the first set phrases from the AQA GCSE Specification which will focus on the improvement and development of their dance skills in relation to the movement content. Majority of the performance piece will be teacher led with students asked to focus and reflect on the skills in their performance.</p> <p>Appreciation (AO3): Students will focus on analysing and reflecting on their own performance using the GCSE criteria. Students will recap the skills and definitions. Students will also feedback on own and peer's performance which will be recorded on a verbal feedback sheet. As well as these students will start to look at the effect dance has on the body & how it improves fitness which is an essential part of a healthy lifestyle. Students will identify & follow basic studio practise rules when working in the dance space and discuss what to do in the event of an injury.</p> <p>Literacy Focus: Physical skills vocabulary and definitions. Analysing of own and peer work. Anatomy terminology</p>	<p>How the assessment decision is made?</p> <p>Through Formative Assessment: Students assessed weekly through self and peer assessment. Students will record feedback given and will reflect on this feedback which will show the progress over time.</p> <p>Through a Final Assessment:</p> <ul style="list-style-type: none"> • Performance of set phrase in group • Write up of reflection on own performance. Students will reflect on own work and will be asked to analyse strengths <p>Through a Mock Paper which will include:</p> <ul style="list-style-type: none"> • Key Terminology • Questions on own performance • Questions on healthy lifestyle
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Dance Curriculum Overview KS4

Year 10

TERM	FOCUS	SKILLS	ASSESSMENT
Autumn	<p style="text-align: center;">Technique and Appreciation</p>	<p>Technique: Students will participate in technique sessions to help build on their physical attributes and skills in the style of Contemporary. Students to begin to learn Contemporary piece which highlights elements of AQA set phrase. Technical and expressive skills to be introduced.</p> <p>Appreciation: Students to improve theoretical skills through critically analysing own and professional performances.</p> <p>Literacy Focus: Technical and performance skills vocabulary. Analysing of own work</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Performance of Contemporary exercises and performance piece. • Mock Paper based on professional work <i>key words and analysing of dance performances</i>
Spring	<p style="text-align: center;">Choreography , Performance and Appreciation</p>	<p>Students to continue to build on technique skills through replication of technique exercises and rehearsal of set phrases.</p> <p>Choreography: Students to build on choreography skills through choreography workshops led by the teacher. Students to learn choreography piece from the teacher based on a stimulus and also collaborative work from the students by choreographing motifs for the piece. Students to create own piece based on motif development. Students to be introduced to different ways movement can be developed by using motif development.</p> <p>Performance: Students to build on performance skills through replication of teacher taught sequences. Technical and Expressive skills to be focused on during the performance.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Performance Teacher Choreography and student choreography. • Mock Paper based on professional work and own choreography

		<p>Appreciation: Critical analysis of professional choreography performance pieces</p> <p>Literacy Focus: Analysing of professional works and use of dance terminology.</p> <p>Homework: Theory tasks based on professional work and choreography including exam style questions.</p>	
Summer	Choreography , Performance and Appreciation	<p>Students to continue to build on technique skills through replication of technique exercises and rehearsal of set phrases.</p> <p>Choreography: Students to choreograph solo piece based on a stimulus. Students to be introduced to different types of stimuli that can be used, structure, climax and choreographic devices.</p> <p>Performance: During Summer 2 students will be taught 1 of the set phrases from the exam board AQA. Students are required to replicate movement accurately showing use of physical, technical, expressive and mental skills.</p> <p>Appreciation: Professional work (<i>EOH</i>) to be introduced. Students to improve theoretical skills through critical analysing professional works</p> <p>Literacy Focus: Analysing of professional works and use of dance terminology.</p> <p>Homework: Theory tasks based on professional work and choreography including exam style questions.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Performance of Teacher Choreography and student choreography. • Mock Paper based on professional work and own choreography

Year 11

TERM	Unit Focus	SOW	ASSESSMENT
Autumn	Choreography & Appreciation	<p>Component 1 - Choreography Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either:</p> <ul style="list-style-type: none"> • a solo dance of a minimum of two minutes and a maximum of two and a half minutes or • a group dance of a minimum of three minutes and a maximum of three and a half minutes for two to five dancers <p>which:</p> <ul style="list-style-type: none"> • includes a chosen aural setting • can be in any style or style fusion(s) (as long as it meets the assessment criteria) • communicates their own chosen choreographic intention. <p>The student is not required to perform in their choreographed dance but may do so if they wish.</p> <p>Component 2 - Anthology Professional Works to be critically analysed in theory lessons. Basic information, set design and costume to be a focus.</p> <p>Literacy Focus: Analysing of professional works. Technical and performance skills vocabulary. Analysing of own work</p> <p>Homework: Continuation of Unit 4B choreography. Theory tasks based on professional works</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Mock paper based on professional work. • Mock assessment of choreography • Final Assessment of choreography December 2017
Spring 1	Unit 1 Unit 3	<p>Component 1 - Performance Students must learn how to perform as part of a duet/trio dance. Each student must perform for a minimum of three minutes in a dance which is a maximum of five minutes in duration. The duet/trio dance may be choreographed by teacher(s), dance artist(s) or by collaboration between teacher(s) and/or dance artist(s) and students.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Performance of Duet/Trio. • Mock paper based on both professional works

		<p>The duet/trio performance must have a clearly identified choreographic intent, which relates to mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s) or a combination of these.</p> <p>The action, dynamic and spatial elements of the remaining two set phrases from the choice of four set by AQA must be developed to generate dance content for the duet/trio performance and to realise the chosen choreographic intent.</p> <p>It is not essential for the phrases in their original form to be included either in whole or in part in the resulting duet/trio, but they could be if this helps to realise the chosen choreographic intent.</p> <p>The two phrases that have been used in a student's solo performance must not be used again in their duet/trio performance.</p> <p>The final performance for assessment must clearly reflect the intended choreographic intent, and ensure coverage of the performance content in a duet/trio context. This must include:</p> <ul style="list-style-type: none"> • opportunities for students to demonstrate the additional knowledge, skills and understanding • opportunities for students to demonstrate safe practice at a challenging level, eg physical contact and interaction with other dancers, elevations, moving into and out of the floor at speed • an appropriate aural setting. <p>Assessment of the duet/trio performance will focus on each students' ability to demonstrate application of:</p> <ul style="list-style-type: none"> • physical skills and attributes safely during performance • technical skills accurately and safely during performance • expressive skills • mental skills and attributes during performance <p>Component 2 - Anthology</p> <p>Professional Work two to be critically analysed in theory lessons. Basic information, set design, costume and lighting to be a focus</p> <p>Literacy Focus: Analysing of professional works and use of dance terminology.</p> <p>Homework: Theory tasks based on professional works.</p>	
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Spring 2	Unit 1 Unit 3 Unit 4A	<p>Component 1 – Performance Students must learn how to perform as a solo dancer for approximately one minute. In conjunction with the student, the teacher must select two of the following set phrases for each student to perform as a soloist, from the choice of four set by AQA. The titles of the set phrases are as follows:</p> <ul style="list-style-type: none"> • breathe • flux • shift • scoop. <p>Assessment of the solo performance will focus on the student's ability to demonstrate application of:</p> <ul style="list-style-type: none"> • physical skills and attributes safely during performance • technical skills accurately and safely during performance • expressive skills • mental skills and attributes during performance. <p>Professional Work (Unit 1): Professional Work two to be critically analysed in theory lessons. Lighting and motifs to be a focus.</p> <p>Homework: Theory tasks based on professional works. Rehearsal of all practical units.</p> <p>Literacy Focus: Analysing of professional works and use of dance terminology.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Performance of set phrases • Mock paper based on professional works
Summer 1	Anthology	<p>Professional Work (Unit 1) Revision sessions in preparation for theory exam.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Final exam theory exam taken in May/June 2017
Summer 2	Anthology	<p>Professional Work (Unit 1) Revision sessions in preparation for theory exam.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Final exam theory exam taken in May/June 2017