

Dance Curriculum Overview KS3

2016/17

Year 7

SOW	Assessment	Skills
Dance Styles: <ul style="list-style-type: none"> • Contemporary • Jazz • Street • Latin • African 	Weekly Assessment: Students assessed through the use of progress booklets monitoring both practical and theoretical skills. Half Term Assessment: At week five and week 10 week students are assessed on their performance and final choreography. Students will perform final piece under assessment conditions. Students will also be assessed on their appreciation skills through completion of a mini mock test.	Students in Year 7 study 10 weeks of dance in the PE Curriculum and focus on the following skills. 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.
		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.
		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.

Year 8

SOW	Assessment	Skills
<ul style="list-style-type: none"> • Slavery • In the News • Chance Dance • Around the World • Free Running • Musicals • Poems • Games • Circus • Sports • Fairy tales • Landscapes 	<p>Weekly Assessment: Students assessed through the use of progress booklets monitoring both practical and theoretical skills.</p> <p>Half Term Assessment: At week five and week 10 week students are assessed on their performance and final choreography. Students will perform final piece under assessment conditions. Students will also be assessed on their appreciation skills through completion of a mini mock test.</p>	<p>Students in Year 8 study 10 weeks of dance in the PE Curriculum and focus on the following skills.</p> <p>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.</p>
		<p>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.</p>
		<p>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.</p>

Year 9

SOW	Assessment	Focus	Skills
Professional Works Set Phrases Technique Genres	Weekly: Progress Booklet used to assess theoretical skills as well as class and homework tasks to weekly assess students. Half Term Assessment: At the end of the first half term in dance students take part in a final performance. Students perform final piece under assessment conditions. Students will also be assessed on their appreciation skills through completing a mini mock test.	Autumn 1: Contemporary Dance Students to learn technique phrases over 8 weeks and perform sequences in the style of Contemporary. Sequences will include elements of the AQA Set Phrases and also motifs from the professional works off the GCSE new specification. Choreography tasks incorporated to help build on choreography skills. Theoretical skills developed through understanding of technical and expressive skills and safety in dance. Students will also analyse professional works from the new GCSE specification. Autumn 2: Set Phrases Students to learn one of the four set phrases from the GCSE specification. Motif Development tasks set to help build on development skills. Theoretical skills developed through critical analysis of professional works.	Year 9 study Dance for half a year before moving onto other opted creative art. The following skills are focused on 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.
			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.
			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.

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: First professional work is introduced. (<i>Artificial Things</i>) Students to improve theoretical skills through critically analysing professional works. Features of production – set design and lighting.</p> <p>Literacy Focus: Analysing of professional works. Technical and performance skills vocabulary. Analysing of own work</p> <p>Homework: Theory tasks based on professional work including exam style questions</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Performance of Contemporary exercises and performance piece. • Mock Paper based on professional work <i>Artificial Things</i>, expressive skills and technical skills
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 own choreography

		<p>Appreciation: Second 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>	
Summer 1	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: Third 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 Current cohort 2016/17

The current cohort focus on a total of four units. These units focus on the three elements in dance; Performance, Appreciation and Choreography.

- **Unit 1:** Professional work (20% of final grade)
- **Unit 2:** Performance of Set Dance as a Solo (20% of final grade)
- **Unit 3:** Performance in a solo or trio (20% of final grade)
- **Unit 4:** Choreography. Split into two parts Unit 4A: Solo Composition Unit 4B: Choreography (40% of final grade)

TERM	Unit Focus	SOW	ASSESSMENT
Autumn 1	Unit 2 Unit 1	<p>Set Dance (Unit 2) Students to continue to build on technique skills in practical lessons. Set Dance to be rehearsed and technique skills to be applied to the performance ready for final filming.</p> <p>Professional Work (Unit1): Professional Work one 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. • Set Dance final moderation.
Autumn 2	Unit 1 Unit 4b	<p>Choreography (Unit 4b): Students to improve on choreography skills in teacher led choreography workshops focusing on choreographic devices and structure.</p> <p>Professional Work (Unit 1): Professional Work one to be critically analysed in theory lessons. Accompaniment, lighting and motifs to be a focus.</p> <p>Literacy Focus: Analysing of professional works. Dance terminology focused on in practical.</p> <p>Homework: Continuation of Unit 4B choreography. Theory tasks based on professional works</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Performance of Unit 4b. • Mock paper also to be taken

Spring 1	Unit 1 Unit 3	<p>Performance (Unit3): Students to focus on Unit 3. Teacher led choreography based on a professional work. Students to apply technical skills and expressive skills.</p> <p>Professional Work (Unit 1): 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>	<p>Assessment:</p> <ul style="list-style-type: none"> • Performance of Unit 3. • Mock paper based on both professional works
Spring 2	Unit 1 Unit 3 Unit 4A	<p>Performance Piece(Unit 3): Completion of Unit 3. Teacher led choreography based on a professional work. Students to apply technical skills and now focus on expressive skills.</p> <p>Solo Motif (Unit 4A): Students to focus on learning motifs from the selected professional work. Students will apply knowledge of motif development to develop motif into a solo piece of choreography.</p> <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 solo motif based on professional works. • Mock paper based on both professional works
Summer 1	Unit 1 Unit 3 Unit 4	<p>Unit 1, Unit 3, Unit 4a, Unit 4b:</p> <p>Students to be moderated based on all practical units. Development of all units to be a focus.</p> <p>Students to be introduced to the 10 mark question.</p>	<p>Final moderation of Unit 3 and 4 to be completed with an external moderator.</p>
Summer 2	Unit 1	<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

Dance Curriculum KS5 (CURRENT COHORT 2016/17)

BTEC Level 3 Extended Diploma Performing Arts Dance

The 180-credit BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus of the Performing Arts industry. There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. The Extended Diploma allows students to broaden creative and independent skills through in-depth practical and theoretical studies of dance genres, interpretative and performance skills.

Units

- Dance Performance
- Rehearsing for a performance
- Performing to an Audience
 - Arts in the Community
- Developing Contemporary Technique
 - Choreographing Dance
 - Movement in Performance
 - Performing Arts Business
 - Site Specific
 - Urban Dance
 - Performance Workshop
 - International Dance
 - Historical Context
- Developing Physical Theatre
 - Dance Appreciation
 - Jazz Dance
 - Dance Improvisation