

SUBJECT: Dance

Key Stage 3 Curriculum:

2019-20	Year 7	Year 8
Autumn 1	<p>Topic: The Storm</p> <p>Introduction to the basic skills of dance. Students will use the topic of The Storm to explore the 5 basic actions in dance and will associate movement with Storm elements.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations.</p>	<p>Topic: Urban Dance (Emancipation of expressionism)</p> <p>Students will explore the style Urban Dance focusing on the performance Emancipation of expressionism. They will develop the use of some physical skills and build of the skills they learnt in year 7.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, control, isolation</p>
Autumn 2	<p>Topic: The Storm</p> <p>Introduction to the basic skills of dance. Students will use the topic of The Storm to explore the 5 basic actions in dance and will associate movement with Storm elements.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations. Small group performance focusing on using the skills above. Teacher and self-feedback.</p>	<p>Topic: Urban Dance (Emancipation of expressionism)</p> <p>Students will explore the style Urban Dance focusing on the performance Emancipation of expressionism. They will develop the use of some physical skills and build of the skills they learnt in year 7.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, control, isolation. Small group performance focusing on using the skills above. Teacher and self-feedback.</p>
Spring 1	<p>Topic: Contemporary Dance</p> <p>Students will develop their basic skills of dance through the style of Contemporary Dance. They are introduced to peer constructive feedback to help improve their performances.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, motif and motif development.</p>	<p>Topic: Bollywood</p> <p>Bollywood dance is explored through the use of motif and motif development. Students will give detailed constructive feedback to improve on their prior skills.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, motif and motif development.</p>
Spring 2	<p>Topic: Contemporary Dance</p>	<p>Topic: Bollywood</p>

	<p>Students will develop their basic skills of dance through the style of Contemporary Dance. They are introduced to peer constructive feedback to help improve their performances.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, motif and motif development. Small group performance focusing on using the skills above. Teacher and peer feedback.</p>	<p>Bollywood dance is explored through the use of motif and motif development. Students will give detailed constructive feedback to improve on their prior skills.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, motif and motif development. Small group performance focusing on using the skills above. Teacher and peer feedback.</p>
Summer 1	<p>Topic: Musical Theatre</p> <p>Students will explore how to create their own performance using some choreographic devices and skills they have learnt in term one and two. They will explore the use of a prop and the effects of using one on stage</p> <p>Dance skills- - 5 basic actions, dynamics, levels, formations, motif, motif development, repetition.</p>	<p>Topic Swansong</p> <p>Students will explore how to create their own performance using most of the choreographic devices and skills they have learnt in term one and two. They will explore the use of a prop and the effects of using one on stage.</p> <p>Dance skills- - 5 basic actions, dynamics, levels, formations, motif, motif development, repetition, contrast.</p>
Summer 2	<p>Topic: Musical Theatre</p> <p>Students will explore how to create their own performance using some choreographic devices and skills they have learnt in term one and two. They will explore the use of a prop and the effects of using one on stage</p> <p>Dance skills- - 5 basic actions, dynamics, levels, formations, motif, motif development, repetition, contrast. Small group performance focusing on using the skills above and working with a prop. Teacher and self-feedback.</p>	<p>Topic Swansong</p> <p>Students will explore how to create their own performance using most of the choreographic devices and skills they have learnt in term one and two. They will explore the use of a prop and the effects of using one on stage.</p> <p>Dance skills- - 5 basic actions, dynamics, levels, formations, motif, motif development, repetition, contrast. Trio performance focusing on using the skills above and working with a prop. Teacher and self-feedback.</p>

Key Stage 4 Curriculum:

2019-20	Year9	Year 10	Year 11
Autumn 1	<p>Topic: Safe practice</p> <p>The topic of safe practice will be explored through the understanding of a warm up/cool down, a healthy diet, performance space and correct uniform.</p> <p>Students will lead their own warm up displaying their understanding of its importance.</p>	<p>Topic: Dance technique</p> <p>Students will take part in practical technique classes to learn how to use some physical and expressive skills (P/E) in a performance piece. They will develop their skills from year 9 and enhance their knowledge in safe practice and technique in the style of contemporary dance.</p>	<p>Topic: Component 1 and 2</p> <p>Component 1- Student will study and explore three existing pieces of repertoire from the dance world in different dance styles:</p> <ul style="list-style-type: none"> - Urban- Emancipation of Expressionism (Boy Blue Entertainment,2013) - Contemporary- Shadows (Christopher Bruce, 2014) - Jazz- All that Jazz (Bob Fosse) <p>The performances will include extracts from well-known dance works and the organisers would like to inspire and educate the audiences by providing background information on the performance work and those involved in making it.</p> <p>Component 2- Students will audition for the local <i>Youth Performance Company</i>. They must develop their dance skills by taking part in the relevant physical workshops or classes. Students will prepare an audition piece of a minimum of two minutes duration. The piece could be a solo performance or could be working with others in a group piece. The <i>Youth Performance Company</i> has indicated that they want to know that students can cope</p>

			with the demands of professional work and therefore either piece used should be professional repertoire
Autumn 2	<p>Topic: Dance skills</p> <p>Set phrase- Students will take part in practical technique classes to learn how to use some physical and expressive skills (P/E) in a set dance phrase.</p> <p>Set phrase performance focusing on physical and expressive skills.</p>	<p>Topic: Dance technique and performance</p> <p>Students will develop skills in a selected dance style and improve their ability to reproduce and perform technical movements and develop and perform a style specific sequence. The purpose of this unit is to enable the development of dance technique and performance and an understanding of a dance style.</p> <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the context and history of the chosen dance genre 2. Be able to demonstrate technique and performance skills in the chosen dance style 3. Reflect on their performance skills 	<p>Topic: Component 1 and 2</p> <p>Development of component 1 and 2. Students will learn the set repertoire for component two and have mock assessments for both components</p>
Spring 1	<p>Topic: Dance Appreciation and performance skills.</p> <p>'A Linha Curva' Itzik Galili, learn set replica and analyse the performance focusing on the intention of the piece. Show performance pieces developing the skills learnt in term 1.</p>	<p>Topic: Dance technique and performance</p> <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the context and history of the chosen dance genre 2. Be able to demonstrate technique and performance skills in the chosen dance style 3. Reflect on their performance skills 	<p>Topic: Component 1, and 3</p> <p>Students will be assessed on components 1 and 2. Presentation, written work, milestones and practical performance.</p> <p>At the end of January students will start to gather information for component 3- responding to a brief.</p>

	Performance of A Linha Curva focusing on physical, technical and expressive skills (P/T/E).		
Spring 2	<p>Topic: Dance Appreciation and performance skills.</p> <p>‘Shadows’ Christopher Bruce, learn set replica and analyse the performance focusing on the intention of the piece. Show performance pieces developing the skills learnt in term 1.</p> <p>Performance of Shadows using P/T/E skills.</p>	<p>Topic: Dance technique and performance</p> <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the context and history of the chosen dance genre 2. Be able to demonstrate technique and performance skills in the chosen dance style 3. Reflect on their performance skills <p>Students will have a mock assessment of their performance pieces</p>	<p>Topic: Component 3</p> <p>Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer in response to a given brief and stimulus.</p>
Summer 1	<p>Topic: Choreography</p> <p>Workshop based classes to build choreography skills. Choreographic devices, stimulus, chance method.</p> <p>Small performance choreographed by the teacher and students</p>	<p>Topic: Choreography and show performance</p> <p>Choreography- Student will develop the skills in dance composition and choreography and be able to apply these to the process of creating, rehearsing and bringing to performance dance works.</p> <p>They will also be able to understand and apply the principal approaches to choreography and to understand how historical events and music can influence and inspire dance creation.</p> <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. Choreograph a performance 2. Rehearse and bring the dance to performance 3. Demonstrate understanding of the process and the resulting choreography 	<p>Topic: Component 3</p> <p>Assessment of component 3, group performance focusing on their chosen topic and demonstrating physical and interpretive skills.</p> <p>Finalise BTEC course</p>

		Students will be assessed on the unit Dance technique and performance in the annual dance show.	
Summer 2	<p>Topic: Choreography and media</p> <p>Duet/trio choreography, creating and performing. Students will develop a performance in a site sensitive space using the skills developed in the previous half term. They will choreograph, video and edit an on-screen performance.</p> <p>More developed choreography created by students in a site sensitive space.</p>	<p>Topic: Choreography</p> <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. Choreograph a performance 2. Rehearse and bring the dance to performance 3. Demonstrate understanding of the process and the resulting choreography <p>Students will continue to develop their own style and performance for their performance piece.</p>	

Key Stage 5 Curriculum:

2019-20	Year 12	Year 13
Autumn 1	<p>Topic: Developing Contemporary Dance technique</p> <p>Introduction to the course, basic technique and understanding of the BTEC dance course.</p> <p>This unit is about developing contemporary dance technique giving learners the opportunity to gain a solid foundation of skills in specific contemporary techniques. Learners will take part in regular technique classes in order to develop the skills required to dance in these styles. The class will be assessed and include</p>	<p>Topic: Jazz Dance</p> <p>Continuation of class-based tasks learning the history of Jazz Dance and create a performance using professional repertoire.</p> <p>Mock assessment for Jazz unit, class-based exercises.</p>

	<p>warm up combinations, travelling combinations and a piece of company rep in each technique.</p> <p>Practitioners- Merce Cunningham, Martha Graham, Jose Limon, Matthew Bourne.</p>	
Autumn 2	<p>Topic: Developing Contemporary Dance technique</p> <p>Students will continue to engage in class-based tasks to develop the contemporary dance style and will explore different practitioners. Class assessment of contemporary unit exercises.</p> <p>Practitioners- Merce Cunningham, Martha Graham, Jose Limon, Matthew Bourne.</p>	<p>Topic: Jazz dance</p> <p>Development of class-based tasks learning the history of Jazz Dance and create a performance using professional repertoire.</p> <p>Assessment for Jazz unit, class-based exercises.</p>
Spring 1	<p>Topic: Urban Dance and Performing to an audience</p> <p>Students will take part in various workshops to develop the up and coming styles of urban dance. Explore movement vocabulary from three or more styles such as street dance, break dancing, popping and locking, waacking. Develop their own performance video exploring the aspect of 'dancing on the streets'.</p> <p>Students will become a member of a dance company needs commitment, team work, skill in performance, technique and creativity. They will take part in the Haileybury Turnford Dance company and are asked to perform in various dance pieces for the annual HT Dance presentation evening.</p>	<p>Topic: Choreographic principles and Dance performance</p> <p>The aim of this unit is to develop learners' knowledge of the process of choreography. This will be achieved through a series of practical tasks giving learners the opportunity to explore movement design and to create dance for performance for themselves and their peers. Class work leading up to 3 performances (solo, duet and group).</p> <p>As a member of the Haileybury Turnford Dance company students are asked to perform various dance pieces for the annual dance presentation evening to a live audience. As a member of the company students will learn various dance pieces and different styles (jazz, contemporary, urban).</p>
Spring 2	<p>Topic: Urban Dance and Performing to an audience</p> <p>Continuation of the two units from the previous term. Mock assessment of their performance pieces.</p>	<p>Topic: Choreographic principles and Dance performance</p> <p>Continuation of the two units from the previous term. Mock assessment of their performance pieces.</p>
Summer 1	<p>Topic: Topic: Urban Dance and Performing to an audience</p>	<p>Topic: Choreographic principles and Dance performance</p>

	Dance show performance preparation, students will be assessed on the two units in the annual dance show.	Dance show performance preparation, students will be assessed on the two units in the annual dance show.
		Finalise BTEC course
Summer 2	<p>Topic Jazz Dance</p> <p>Students will take part in regular technique classes in order to develop the skills required to dance in the styles jazz. They will be employed as a member of a dance company and will work towards performance coming up in the near future. They will learn traditional jazz, lyrical jazz and commercial jazz with musical theatre elements. The class will be assessed by looking at technical quality, fitness and performance quality. class based tasks learning the history of Jazz Dance and create a performance using professional repertoire.</p>	