

# DANCE

## Intent

Dance is a way of moving that uses the body as an instrument of expression and communication. Students will develop a deep understanding of how their bodies can move, as well as an appreciation of the physical demands of dance and the discipline and training

needed to develop these skills. Students will develop confidence in performance through being exposed to and taking part in performances in a range of professional situations, underpinned with a knowledge of dance styles from different genres and cultures.

Through dance, students are provided with a safe place to creatively express themselves, develop their social skills and learn how to work with others to think creatively and solve problems. Dance equips students with industry experience and understanding to fully prepare them for creative careers.

## Future careers:

Studying dance develops confidence, resilience, team working skills and organisation skills. Popular career paths for dance students include performing on stages around the world including cruise ships, teaching dance in a range of settings and joining or founding dance companies to create and choreograph new work.

## Curriculum strands:

**Performance skills:** Learning short sequences skills and motifs or short extracts of professional repertoire in a range of styles. Being able to respond to feedback and set targets. Being able to analyse/evaluate their own performance, identifying areas for improvement.

**Choreography skills:** Learning how to work from a range of stimuli-understanding how to go from page to stage-using PIE structure to evaluate ideas, working to a brief.

**Appreciation:** Using PIE structure to analyse key stylistic features of professional repertoire. Exposure to a range of inspiration professional work. Understanding the roles and responsibilities in production and performance and their impact and contribution to an overall piece. Being able to identify the key components of dance/choreographic devices and using correct dance specific terminology.

## Structure of our 5 year curriculum

Year	Schemes	Skill development	How we go beyond the NC
Year 7	<ol style="list-style-type: none"> <li>Dance vocabulary</li> <li>Dance through the decades</li> </ol>	Students learn to "Speak like an expert" and can perform a range of basic dance actions. Students can then articulate how and why dance styles have changed through the course of history and can demonstrate more complex steps in a range of styles.	We cover Choreography and Appreciation strands whilst the NC mentions only Performance.
Year 8	<ol style="list-style-type: none"> <li>Stimulus</li> <li>Remember the Time - Michael Jackson</li> </ol>	Students learn how to work from a range of different starting points to produce more meaningful dance pieces with a purpose. Students apply their learning and respond to a brief where they must use Ancient Egypt as their starting point and develop some professional repertoire with a similar stimulus.	
Year 9	<ol style="list-style-type: none"> <li>Dance styles</li> <li>Emancipation of Expressionism</li> </ol>	Students broaden their repertoire of more complex dance steps by completing workshop style lessons in a range of dance styles. Students develop their ability to analyse the stylistic features of professional repertoire and use choreographic devices used within the repertoire to create their own work in a similar style.	As above In addition students build skills needed for BTEC study.
Year 10	<ol style="list-style-type: none"> <li>BTEC TECH Award</li> <li>Component 1</li> </ol>	Students study three professional works in detail commenting on key stylistic features of the piece within their coursework and learning about the choreographer's process through practical workshops.	Students gain experience of auditions with several local and National companies.. Students perform with professional companies. Students have the opportunity to work with Post 16 providers.
Year 11	<ol style="list-style-type: none"> <li>BTEC TECH Award</li> <li>Component 2 and 3</li> </ol>	Students learn and perform professional repertoire, evaluating their skill development and performance throughout. Students then respond to the Component 3 brief through a series of practical rehearsals and written log sessions under controlled assessment conditions as part of this external unit.	

# Assessment, feedback and response in Dance:

Students receive verbal feedback as an integral part of every lesson. At Ks3 students have two summative assessments and are awarded a grade for performance and choreography strands that is averaged to create a final overall grade.

At Ks4 BTEC marking policy and criteria are followed alongside verbal feedback in every lesson and written feedback once every half term or 3 pieces of work whichever comes first. Students are given written feedback in line with exam board policy through candidate record forms.

## Further opportunities

**If students are interested in taking part in more dance they can:**

Join our dance companies offered for enrichment:

- Fusion- All years for girls- We cover all styles from contemporary, lyrical, street dance, folk dance, street dance etc.
- Streetkingz- All years for boys- Led by Pierre Lafayette Marsh a professional dancer covering all street styles, tricking and breaking.
- The clan- All years girls and boys- Street dance styles with a choreographic focus.
- Insync- All years girls and boys- Contemporary and lyrical styles.

