

Curriculum Progression Pathway for Dance

Subject Intent:

The Dance Curriculum at Graham School is designed to ignite our students' creativity and passion, and to promote a lifelong love of Dance. Students are encouraged to develop their teamwork, leadership and independent skills throughout the Dance Curriculum with an emphasis on practical work and the development of performance skills, technique and reflective practice.

Why is the study of Dance important?

The goal of dance education is to inform and enable students to appreciate and participate in various aspects of dancing: creating/choreographing, performing, and responding to dance; whether it be their own choreography or professional repertoire. Students learn the craft of choreography through the years, giving them an opportunity to become creative artists, as they practise using a variety of choreographic tools and devices. Learning how to understand and interpret dance performance can open the door to a lifetime involvement with dancing.

When students are given opportunities to watch dance performances, live or on video, this helps them define what makes dance movements interesting, meaningful, or artistic to them.

Studying dance develops creativity, teamwork, confidence, critical thinking, self-discipline, physical health, mental health and the ability to work collaboratively—all beneficial in any 21st century career path and quality of life. We are very lucky to have a bespoke Dance Curriculum as many schools do not have this.

What skills will the study of Dance teach students?

- Teaches Teamwork and Accountability
- Increases One's Responsibility
- Helps Improve Determination
- Allows Creativity

- Teaches Flexibility
- Communication - Speaking and Listening
- Confidence
- Develop their technique - physical and mental
- Improve their performing skills
- Study a range of dance styles and forms

The very nature of creating dance revolves around collaboration – sharing ideas, observing, discussing, trying, refining, providing feedback, evaluating, supporting. Maintaining a place for dance in education provides a unique opportunity to work together in different ways and in different roles, as choreographers, teachers, performers, observers and critics.

What will students know and understand from the study of Dance?

To begin, students learn a variety of choreographic skills and processes. Through improvisation, exploration and experimentation, they learn how to create and conceptualise their own choreographic ideas. By using a wide variety of sources for artistic inspiration and varying circumstances, students learn where choreographers get their ideas - the stimulus. Students also investigate how to organise and develop artistic ideas. They learn to compose dances by using a range of choreographic devices and structures, and using improvisation, experimentation, collaboration and revision to discover new choreographic methods.

Performing is usually the highlight of every student's dance education, and helping students utilise additional production elements teaches them how to enhance artistry. As they move through KS3 to KS4 they discover the impact of props, lighting, costumes, scenery, and media projections on a performance. Also, presenting dance in traditional and alternative performance venues further challenges students to think about the overall effect of a dance performance, and supports experimental performing experiences.

Discovering and articulating the meaning of an artistic work is key to appreciating, understanding, and responding to dance performances. Students learn to analyse, interpret and critique dances to refine their skills of observation to then apply this to their own work.

At KS4 as well as including what has been said above, the course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as creating performance content for a real vocational scenario linking it to the real world.

How does the study of Dance support students learning in other subjects?

Dance is open to interpretation, which enables creative thinking, as there is no right or wrong answer. This encourages independent thinking and pushes students to provide evidence for their own interpretations and thoughts, something that they are required to do in other subjects. This course builds on and uses the knowledge and skills you learn in your GCSEs, particularly in English, Drama and Dance. It can also be complementary learning for GCSE Media Studies. This course is different from studying GCSEs, as, by taking part in different types of practical vocational activities to then focus on one area in which to develop your skills and techniques, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways through doing the BTEC Tech Award in Performing Arts (2022).

Through dance, children can gain a multitude of important developments; sensory and spatial awareness, coordination, concentration and mobility. But more than this, we use it to express emotions, increase confidence or even just to make ourselves feel better! Schools can put a large focus on academic subjects, don't forget about the physical! We love it when we can bring dance into other core curriculum subjects, to cater for all ways of learning.

How can you deepen students' understanding of Dance?

Dance is a demanding personal journey for each student which calls upon the significantly transferable skills of self-improvement, tenacity, physical effort, commitment, problem solving, refined communication skills, verbally and non-verbally, analysis and critique, self-evaluation, and that's before they have learned a step! It is a subject that has a huge amount to offer to a broad range of students irrespective of ability or gender.

We encourage active participation (as opposed to simply passive observation). This requires that every student participates, not just the ones who readily volunteer.

How can Dance support students' future progression?

At a time when children spend their time more and more in front of a computer or television, the escape Dance offers has never been more important. Dance contributes to a broad and balanced education. Where all children are exposed to the richness that an art-based education offers. Encouraging creative ambition prepares for a culturally rich relevant future. Instilling this in children now forges the path for our future generations.

KS3 - Y7 1 lesson every 2 weeks. 2 week rotation with Drama

Y8 & Y9 - 2 lessons after the Jan or June Assessments. Lessons given from the Music Quota

KS4 - BTEC Dance 5 lessons, fortnightly

Pearson - Btec Tech Award in Performing Arts with a Dance Focus (2022)

CURRICULUM PROGRESSION PATHWAY

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term	<p>Sports Dance Basketball and Football/Tennis</p> <p>Performance Assessment</p> <p>Assessment Criteria: Expressive Skills - Projection, Spatial Awareness Technical Skills - Accurate Action, Space Mental Skills (for Performance) - Movement Memory, Commitment, Concentration, Confidence.</p>	n/a	n/a	<p>Introduction</p> <p>Fitness</p> <p>Baseline for written - evaluation of 2 dance pieces.</p> <p>Comp 2 practical with written to support strengths/areas for improvements.</p> <p>This will go into the Autumn 1 Assessment Data</p> <p>Component 1: Exploring the Performing Arts - Preparation</p> <p>Practical Workshop: How is professional choreography created?</p>	<p>Component 2 PSA Release September for December Submission</p> <p>Learning outcome A: Use rehearsal or production/design processes</p> <p>Learning outcome B: Apply skills and techniques in performance or realisation</p> <p>Learning outcome C: Review own development and application of performance or design skills</p>

				<p>Theory Content: Purpose, Stylistic qualities/features, Roles & Responsibilities, Creative Intentions, Choreographic process, Stimulus, Choreographic intention</p>	
<p>Spring Term</p>	<p>Rock N Roll Performance Assessment Spring and Summer 1 Term</p> <p>Learning/creating a Rock N Roll style dance to 'Danny and the Juniors - At the Hop'</p> <p>Assessment Criteria & Focus: <u>Mental Skills (for process)</u> - Systematic repetition, Mental Rehearsal, Rehearsal Discipline, Capacity to</p>	<p><u>n/a</u></p>	<p>Diversity Choreography Unit (2 lessons in w/c 20th Jan)</p>	<p>Component 1 PSA release December for May Submission</p> <p>Learning outcome A: Investigate how professional performance or production work is created.</p> <p>Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p>	<p>Component 3 PSA Release January for May Submission</p> <p>Assessment objectives: AO1 Understand how to respond to a brief</p> <p>AO2 Select and develop skills and techniques in response to a brief</p> <p>AO3 Apply skills and techniques in a workshop performance in response to a brief</p> <p>AO4 Evaluate the development process</p>

	<p>Improve/Response to feedback</p> <p>Performing the RnR dance using accurate Performing Skills</p> <p><u>Physical Skills</u> - Alignment, Extension, Stamina</p> <p><u>Expressive Skills</u> - Projection, Spatial Awareness, Sensitivity towards other dancers</p> <p><u>Technical Skills</u> - Accurate Action, Space, Dynamics, Relationships and Timing Content</p> <p><u>Mental Skills (for Performance)</u> - Movement Memory, Commitment, Concentration, Confidence</p>				and outcome in response to a brief
Summer Term	<p>Contemporary Dance</p> <p>Choreography Unit</p> <p>Creating from a Stimulus - words, music, pictures.</p>	<p>SwanSong</p> <p>Choreography Unit</p> <p>3 lessons from w/c 16th June</p> <p>After the June Assessment window</p>	<u>n/a</u>	<p>Component 2: Developing Skills and Techniques in the Performing Arts.</p> <p>Preparation for Component 2 Practical Workshop: What is professional work, and</p>	<u>n/a</u>

				<p>how can we replicate it accurately?</p> <p>Theory Content: Performance/ Expressive, Physical and Technical Skills. Application of skills to practical work</p> <p>Year 10 Mock Component 3: Responding to a Brief</p> <p>Assessment objectives: AO1 Understand how to respond to a brief AO2 Select and develop skills and techniques in response to a brief AO3 Apply skills and techniques in a workshop performance in response to a brief AO4 Evaluate the development process and outcome in response to a brief</p>	
--	--	--	--	--	--