



# CURRICULUM PLANS

# DANCE YEAR 7



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ARES
<p><b>Big question:</b> What is dance?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> 5 basic body actions dynamics - formations - canon in duets/groups / unison</p> <p><b>Creating</b> Performing Appraising</p>	<p><b>Big question:</b> What is street dance?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> 5 basic body actions - unison - canon in large groups - dynamics in street dance - formations - contrasting - complimenting - contact - levels</p> <p><b>Creating</b> Performing Appraising</p>	<p><b>Big question:</b> How can we use dance to initiate and celebrate?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Actions relating to Latin style/ Indian style e.g. basic in salsa, meaning of gestures like the lily pad in Khatak - counting and sounds - building sequences using motif development e.g. changing direction, mirroring + skills above - refining timing using repetition - introducing expression through a specific focus on a style.</p> <p>Creating <b>Performing</b> Appraising</p>	<p><b>Big question:</b> What is narrative dance?</p> <p>How can we tell stories through dance?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> RADS - looking at a professional work and appraising it - looking at purpose and telling a story/ theme through movement - importance of set/props/ lighting/sound to a dance piece - learn prof rep &amp; create own version in trios/groups.</p> <p>Creating Performing <b>Appraising</b></p>	<p><b>Big question:</b> What is a musical?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Bugsy Malone Matilda All - focus on all - combination - jazz dance - musical theatre - physical theatre?</p> <p><b>Creating</b> <b>Performing</b> Appraising</p>		<ul style="list-style-type: none"> <li>• <b>Timing:</b> I can dance in time with music and others</li> <li>• <b>Movement memory:</b> I can remember sequences</li> <li>• <b>Choreography:</b> I can choreograph movements</li> <li>• <b>Appraisal:</b> I can identify the positive points about a performance, how it can be improved and how it makes me feel.</li> </ul>



# CURRICULUM PLANS

# DANCE YEAR 8



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ARES
<p><b>Big question:</b> What is hip hop dance? How can we tell the difference between styles of dance?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Emancipation of Expressionism: exploring hip-hop and contemporary dance and creating movements based around a theme. Timing, movement memory, choreography, rehearsal.</p> <p><b>Creating</b> Performing <b>Appraising</b></p>	<p><b>Big question:</b> What is a musical? How can we tell stories through singing, dancing and acting?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Grease Lightening: Telling stories/representing themes through dancing, singing and acting. Learning repertoire and creating choreography in response to a theme.</p> <p><b>Creating</b> Performing</p>	<p><b>Big question:</b> What is Bollywood dance? Why is it important to learn dances from different cultures?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Exploring the culture around Bollywood dance and learning movements associated with the style. Creating own Bollywood dance movement sequences.</p> <p><b>Creating</b> Performing</p>	<p><b>Big Question:</b> How can we create movement material from a stimulus?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Practice BTEC Dance Comp 3 - pupils given an assignment brief with a stimulus to generate material from. Utilise skills learnt from previous rotations to create performance work.</p> <p><b>Creating</b> Performing</p>	<p>CONTINUED FROM SPRING 2</p> <p><b>Big Question:</b> How can we create movement material from a stimulus?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Practice BTEC Dance Comp 3 - pupils given an assignment brief with a stimulus to generate material from. Utilise skills learnt from previous rotations to create performance work.</p> <p>Creating Performing</p>	<p><b>Big question:</b> What is hip hop dance? How can we tell the difference between styles of dance?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Emancipation of Expressionism: exploring hip-hop and contemporary dance and creating movements based around a theme. Timing, movement memory, choreography, rehearsal. Creating Performing Appraising</p>	<ul style="list-style-type: none"> <li>• <b>Timing:</b> I can demonstrate good timing in pairs or in groups confidently.</li> <li>• <b>Movement memory:</b> I can remember longer sequences independently</li> <li>• <b>Expression:</b> I can use a variety of tools to show an emotion or character when dancing</li> <li>• <b>Choreography:</b> I can use simple choreographic tools to alter/adapt a dance sequence.</li> </ul>



# CURRICULUM PLANS

# DANCE YEAR 9



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	PQEs
<p><b>Big question:</b> How can we create from a given stimulus?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Dance skills - taught lessons in street and or contemporary styles and possibly one other style to showcase at Year 9 showcase. Skills looked at include movement memory, timing to a time signature, expression/dynamics and choreography, building on Year 8 by looking at creating from a stimulus to a theme/idea chosen by the students.</p> <p>Creating/performing/working to a given stimulus.</p> <p><b>Creating Performing</b> Appraising</p>	<p><b>Big question:</b> How do we prepare for and run a production?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Understanding of elements that make up a production - jobs in the arts - performance - technical - administrative jobs, analysis of a professional work and links between art forms to create a production.</p> <p><b>Creating Performing</b> Appraising</p>	<p><b>Big question:</b> How can we create from a given stimulus?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Dance skills - taught lessons in street and or contemporary styles and possibly one other style to showcase at Y9 showcase. Skills looked at include movement memory, timing to a time signature, expression/dynamics and choreography, building on Y8 by looking at creating from a stimulus to a theme/idea chosen by the students.</p> <p>Creating/performing/working to a given stimulus.</p> <p><b>Creating Performing</b> Appraising</p>	<p><b>Big question:</b> How do we prepare for and run a production?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Understanding of elements that make up a production - jobs in the arts - performance - technical - administrative jobs, analysis of a professional work and links between art forms to create a production.</p> <p><b>Creating Performing</b> Appraising</p>	<p><b>Big question:</b> How do we prepare for BTEC dance?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Mini component 1 - exploring a professional work and looking at the creative intentions and creation process</p> <p>Mini component 2 - Skills on a professional work - workshops and classes in a style of dance, learning a short extract of dance material.</p> <p>Mini component 3 - creating small group pieces based on a given stimulus in a short space of time.</p> <p><b>Creating Performing</b> <b>Appraising</b></p>	<p><b>Big question:</b> How do we create from a given stimulus?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Dance skills - taught lessons in street and or contemporary styles and possibly one other style to showcase at Year 9 showcase. Skills looked at include movement memory, timing to a time signature, expression/dynamics and choreography, building on Year 8 by looking at creating from a stimulus to a theme/idea chosen by the students.</p> <p>Creating/performing/working to a given stimulus.</p> <p><b>Creating Performing</b> <b>Appraising</b></p>	<ul style="list-style-type: none"> <li>• <b>Timing:</b> I can move in time confidently in a range of styles</li> <li>• <b>Movement memory:</b> I can remember whole dances independently.</li> <li>• <b>Dynamics/Stylistic Qualities:</b> I can demonstrate the correct quality/feel of a dance sequence</li> <li>• <b>Expression:</b> I can express a story, theme or emotion</li> <li>• <b>Choreography:</b> I can layer a variety of complex tools to alter/adapt whole dances</li> <li>• <b>Appraisal:</b> I can analyse dance features including the use of RADS</li> </ul>



# CURRICULUM PLANS

# DANCE YEAR 10 BTEC



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
<p><b>Big Question:</b> How do we create dance?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Exploring professional works to understand how choreography is created for purpose. Using different dance techniques/stimuli/tools to create choreography based on a given theme/topic.</p> <p><b>Creating</b> Performing Appraising</p>	<p><b>Big question:</b> What are the creative intentions and purpose of Nutcracker?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Explaining how Matthew Bourne created Nutcracker, the ideas and purpose of the performance.</p> <p>Creating Performing <b>Appraising</b></p>	<p><b>Big question:</b> What are the roles and responsibilities of a dancer/choreographer in Nutcracker?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Pupils explore practically and theoretically the roles and responsibilities required to be a performer and dancer in a dance company. Pupils look at the roles and responsibilities of three different ways of working, based on a given theme.</p> <p><b>Creating</b> <b>Performing</b></p>	<p><b>Big question:</b> What are the creative intentions and purpose of Swan Lake Reloaded?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Explaining creative intentions and purpose of the Swan Lake Reloaded.</p> <p>Creating Performing <b>Appraising</b></p>	<p><b>Big question:</b> What are the roles and responsibilities of a dancer/choreographer in Swan Lake Reloaded?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Pupils explore practically and theoretically the roles and responsibilities required to be a performer and dancer in a dance company. Pupils look at the roles and responsibilities of different ways of working, based on a given theme.</p> <p><b>Creating</b> <b>Performing</b></p>	<p><b>Big Question:</b> How do the three professional works interrelate?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Explore the similarities and differences between the use of design elements and key features of the three-professional works.</p> <p><b>Creating</b> <b>Performing</b> <b>Appraising</b></p>	<p>COMPONENT 1: <b>Learning outcome A:</b> Investigate how professional performance or production work is created.</p> <p><b>Learning outcome B:</b> Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p> <p>COMPONENT 2: <b>Learning outcome A:</b> Use rehearsal or production/design processes.</p> <p><b>Learning outcome B:</b> Apply skills and techniques in performance or realisation. Learning outcome C: Review own development and application of performance or design skill.</p> <p>COMPONENT 3: <b>Assessment objectives.</b> 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>



## CURRICULUM PLANS

# DANCE YEAR 11 BTEC



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	
<p><b>Big question:</b> How do we develop our dance skills and techniques? How do we learn professional repertoire for performance?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Pupils continue having a variety of classes and workshops in different styles, and are then introduced to the professional repertoire. They learn steps from the repertoire and are filmed performing these.</p> <p><b>Creating Performing Appraising</b></p>	<p><b>Big question:</b> How do we develop our dance skills and techniques? How do we learn professional repertoire for performance?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Pupils continue having a variety of classes and workshops in different styles, and are then introduced to the professional repertoire. They learn steps from the repertoire and are filmed performing these.</p> <p><b>Creating Performing Appraising</b></p>	<p><b>Big question:</b> What does it feel like to be a professional dancer?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Pupils work to a given stimulus and answer the brief. They begin group choreography, and evaluate the ideas they chose to use to create their work in.</p> <p><b>Creating Performing Appraising</b></p>	<p><b>Big question:</b> What does it feel like to be a professional dancer?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Pupils work to a given stimulus and answer the brief. They begin group choreography, and evaluate the ideas and skills they chose to use to create their work in.</p> <p><b>Creating Performing Appraising</b></p>	<p><b>Big question:</b> What does it feel like to be a professional dancer?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Pupils work to a given stimulus and answer the brief. They conclude group choreography, and evaluate the process they chose to use to create their work in.</p> <p><b>Creating Performing Appraising</b></p>	<p>COMPONENT 3: 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>