

Dance Curriculum Overview 2021-22

Year 7	Module title – Social Dance <ul style="list-style-type: none"> Introduction to key Dance skills – physical, expressive and mental Social dance- African and street dance e.g. hip hop Developing an understanding of the stylistic qualities and features of each style/dance form Developing movements using basic motif development in these styles of dance within group work. 																	
Link	KS4 BTEC Tech link to component 1 and 2 (developing and refining dance skills)	KS5 – N/A																
Skills	Physical, expressive and mental skills (posture, balance, alignment, timing etc) The 8 basic dance actions																	
Year 8	Module title – Dance skills in musical theatre and jazz <ul style="list-style-type: none"> Safe practice Dance skills – physical, expressive, technical and mental Learning and developing dance motifs in a jazz/musical theatre style . Greatest showman. 			Module title – Dance skills in contemporary dance <ul style="list-style-type: none"> Dance skills – physical, expressive, technical and mental Learning about the contemporary dance techniques and style e.g. 5 positions of back in contemporary dance Christopher Bruce Dance e.g. Swansong 			Module title – Dance choreography <ul style="list-style-type: none"> Exploring different types of stimuli in dance Explore using RADS, motif development and choreographic devices 			Module Title- Dance choreography <ul style="list-style-type: none"> Choose their own stimulus in groups to create a dance piece on 			Module title –Street Dance and performance <ul style="list-style-type: none"> Learning street dance techniques Preparing for a class/group performances (as part of a dance show and/or as part of the school musical production) 			Module Title- Dance performance <ul style="list-style-type: none"> Preparing for a class/group performances (as part of a dance show and/or as part of the school musical production) 		
Link	KS4 BTEC Tech link to component 1 and 2 (developing and refining dance skills)	KS5	KS4 BTEC Tech link to component 1 and 2 (developing and refining dance skills)	KS5	KS4 BTEC Tech link to Component 3 (Responding to a brief-group choreography)	KS5	KS4 BTEC Tech link to Component 3 (Responding to a brief-group choreography)	KS5	KS4 BTEC tech components 1, 2 and 3	KS5	KS4 BTEC tech components 1, 2 and 3	KS5						
Skills	Physical skills (posture, balance alignment etc) The 8 basic dance actions- in each style/dance form		Physical skills (posture, balance alignment etc) The 8 basic dance actions- in each style/dance form		RADS and choreographic devices		RADS and choreographic devices		Expressive skills		Expressive skills							
Year 9	Module Title-Dance skills and techniques in Contemporary dance <ul style="list-style-type: none"> Learn how to warm up effectively Dance studio safety How to perform dance movements safely using physical dance skills such as posture and alignment Learn about the key contemporary dance practitioners and their key features/stylistic features Learn the Merce Cunningham 5 positions in contemporary dance and apply this into developing their own small group pieces. BTEC Tech link to component 1 and 2 (developing and refining dance skills) 			Module Title Dance skills and techniques in Jazz <ul style="list-style-type: none"> Learn about the key jazz dance practitioner Bob Fosse Learn more complex dance motifs and actions in a jazz style Develop physical and expressive dance skills in a group jazz performance BTEC Tech link to component 1 and 2 (developing and refining dance skills) 			Module Title – Group Choreography <ul style="list-style-type: none"> BTEC Tech link to Component 3 (group choreography) Using stimuli in dance RADS Choreographic devices and motif development 			Module title- Group Choreography <ul style="list-style-type: none"> Students choose a theme from a given scenario to create a group piece on. They will perform this in small groups to their class and/or to an audience. 			Module Title- Street dance techniques <ul style="list-style-type: none"> Develop knowledge of different street dance techniques and develop this into group work Motif development in groups using street dance motifs BTEC Tech link to component 1 and 2 (developing and refining dance skills) 			Module Title Street dance techniques and Performance <ul style="list-style-type: none"> Preparing for a class/group performances (as part of a dance show and/or as part of the school musical production) This may include rehearsals of other performances for a show 		
Link	KS4 BTEC Tech link to component 1 and 2 (developing and refining dance skills)	KS5	KS4 BTEC Tech link to component 1 and 2 (developing and refining dance skills)	KS5	KS4 BTEC Tech link to Component 3 (Responding to a brief-group choreography)	KS5	KS4 BTEC Tech link to Component 3 (Responding to a brief-group choreography)	KS5	KS4 BTEC Tech Components 1,2 and 3.	KS5	KS4 BTEC Tech Components 1,2 and 3.	KS5						
Skills	Physical skills, expressive, mental skills and safe practice in dance		Physical skills, expressive, mental skills and safe practice in dance		Relationships, dynamics, space, actions and choreographic devices		Relationships, dynamics, space, actions and choreographic devices		hip hop, commercial, popping, locking, physical, mental and expressive skills		Physical, expressive, mental and technical skills							

Year 10	Module Title- Jazz Dance Component 1: Exploring The Performing Arts <ul style="list-style-type: none"> Research and analyse repertoire from a key jazz practitioner such as Bob Fosse by creating a research project/presentation. Consider the roles and responsibilities, creative intention, key influences and purpose make comparisons between stylistic qualities, using examples to back up the knowledge and research Consider how the practitioner contributed to the performance process and how their roles and responsibilities differ depending on the performance, style and outcome. <p>Evidence: An extended writing project, blog or PowerPoint presentation</p> Component 2: Developing Skills and Techniques in the Performing Arts <ul style="list-style-type: none"> Develop skills and techniques for a jazz performance through learning and refining repertoire Apply physical and expressive dance skills and techniques to rehearsals and performance Review and reflect on their performances using long and short term target setting <p>Evidence: log book of student reflections and target setting, video of student performances</p>		Module Title- Jazz Dance Component 1: Exploring The Performing Arts		Module Title- Contemporary Dance Component 1: Exploring The Performing Arts <ul style="list-style-type: none"> Research and analyse repertoire from a key contemporary practitioner such as Christopher Bruce by creating a research project/presentation. Consider the roles and responsibilities, creative intention, key influences and purpose make comparisons between stylistic qualities, using examples to back up the knowledge and research Consider how the practitioner contributed to the performance process and how their roles and responsibilities differ depending on the performance, style and outcome. <p>Evidence: An extended writing project, blog or PowerPoint presentation</p> Component 2: Developing Skills and Techniques in the Performing Arts <ul style="list-style-type: none"> Develop skills and techniques for a contemporary performance through learning and refining repertoire Apply physical and expressive dance skills and techniques to rehearsals and performance Review and reflect on their performances using long and short term target setting <p>Evidence: log book of student reflections and target setting, video of student performances</p>		Module Title- Contemporary Dance Component 1 and 2 <ul style="list-style-type: none"> Students will present their research project based on a key contemporary practitioner either to the class or just to myself. Students will be refining their dance skills and working towards a small group contemporary performance. Students will develop their choreographic skills (RADS, structure, choreographic devices) in preparation for the Component 3 externally set task. <p>They will have a mock performance in February to allow for improvements to be made before the final performance workshop in March.</p>		Module Title- Street Dance Component 1: Exploring The Performing Arts <ul style="list-style-type: none"> Research and analyse repertoire from a key street dance practitioners such as Kate Prince (Zoo Nation) by creating a research project/presentation. Consider the roles and responsibilities, creative intention, key influences and purpose make comparisons between stylistic qualities, using examples to back up the knowledge and research Consider how the practitioner contributed to the performance process and how their roles and responsibilities differ depending on the performance, style and outcome. <p>Evidence: An extended writing project, blog or PowerPoint presentation</p> Component 2: Developing Skills and Techniques in the Performing Arts <ul style="list-style-type: none"> Develop skills and techniques for a street dance performance through learning and refining repertoire Apply physical and expressive dance skills and techniques to rehearsals and performance Review and reflect on their performances using long and short term target setting <p>Evidence: log book of student reflections and target setting, video of student performances</p>		Module Title-Street Dance and Preparing for Performance <ul style="list-style-type: none"> Students will present their research project based on a key street dance practitioner either to the class or just to myself. Students will be refining their dance skills and working towards a street dance group performance. They will have a mock performance in June to allow for improvements to be made before the final performance workshop in July. <p>Students will be rehearsing and refining performances for either an end of Year dance show or school production (or both)</p>		
	L	KS3 Dance skills and techniques in musical theatre and jazz		KS3 Dance skills and techniques in musical theatre and jazz	KS5	KS3 Dance skills and techniques in contemporary Term 1 and 2	KS5	KS3 Dance skills and techniques in contemporary Term 1 and 2	KS5	KS3 Street dance skills and techniques term 3	KS5	KS3 Street dance skills and techniques term 3	KS5
	S	Physical, expressive, mental and technical skills.		Physical, expressive, mental and technical skills		Physical, expressive, mental and technical skills		Relationships, dynamics, space, actions and choreographic devices Analytical skills		Physical, expressive, mental and technical skills		Physical, expressive, mental and technical skills	
Year 11	Module Title – Choreography – Preparing for Component 3 Responding to a Brief Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. Criteria: 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 This term students will develop a more in depth understanding of key performance and		Module title – Choreography- Preparing for Component 3 Responding to a Brief This term students will develop a more in depth understanding of key performance and choreographic skills to prepare for the externally set Component 3: <ul style="list-style-type: none"> Choreographic devices including motif and development Types of aural setting/music, choice of music for theme Performance setting Physical, expressive and mental skills in dance for performance 		Module Title – Completing Component 3 Students will be given the set task from Pearson in January. They will choose how many people they want to work with in a group (between 2 and 7) As a group they need to decide: <ul style="list-style-type: none"> The theme of the piece The type of aural setting/music to use e.g. spoken word, instrumental (more than one/edited) How long they want the piece to be (between 7- 15 Minutes) Performance environment of the piece Structure 		Module title- Completing Component 3 This term students will complete the workshop performance of the Component 3 which will need to be filmed in front of an audience They will then complete the three written logs which will be sent off with the workshop performance to be externally examined: <ol style="list-style-type: none"> Ideas log (600 words) Skills log (600 words) Evaluation (600 words) 		Revision/exams This term will be used to complete/finish any exam performances or written work not completed last term for the Component 3.		Revision/exams		

	choreographic skills to prepare for the externally set Component 3: <ul style="list-style-type: none"> • Different types of stimulus • Responding to a stimulus • Relationships, actions, dynamics, space • Structure 											
L i n k s	Year 8 and 9 group choreography unit term 2.		Year 8 and 9 group choreography unit term 2.		Year 8 and 9 group choreography unit term 2.		Year 8 and 9 group choreography unit term 2.					
S k i l l s	Relationships, dynamics, space, actions and choreographic devices Physical, expressive, mental and technical skills		Relationships, dynamics, space, actions and choreographic devices Physical, expressive, mental and technical skills		Relationships, dynamics, space, actions and choreographic devices Physical, expressive, mental and technical skills		Analytical skills					