

Budmouth Academy Curriculum Statement

Dance:

Our vision is to: Provide the opportunity to be creative using the medium of dance, while inspiring self-worth, discipline and respect. Working independently and collaboratively to develop performance, choreography and appreciation skills and making multicultural links/connections.

Intent:

Having high expectations whilst broadening subject knowledge using dance specific and transferable skills in inspiring practical lessons; that challenge reflection, interpretation and analytical interpretation. Providing opportunities to extend and challenge individuals via taking part in the extra curricular clubs, performing in shows and the possibility of being selected for KS4/5 examination choreography.

Outline:

		Autumn – Creating focus	Spring – Performance focus	Summer – Creating and Performance focus
KS3	7	Sport	Matrix	Around the World
	8	Contact	Swansong	Street Dance
	9	Students rotate between the Performing Arts subjects approximately every 6 weeks.	Rotation 1: Emancipation of Expressionism	Rotation 2: Use of stimulus
KS4	10	Set dance ‘Scoop’ Duo/trio performance Choreography	Set Dance ‘Flux’ Duo/trio performance Choreography	Set Dance ‘Shift’ Choreography Summer Showcase
	Theory	“Within Her Eyes”	“Infra” and “Emancipation of Expressionism”	“Shadows” and “A Linha Curva”
	11	Set Dance ‘Shift’ Duo/Trio performance Choreography	Set Dance ‘Breathe’ Duo/Trio performance Choreography	Written exam paper
	Theory	Section A and B type questions and “Artificial Things”	Performing skills and Section C essay questions	
KS5	12/13	Choreography Quartet performance Solo performance		Written exam paper (Yr13 and mock Yr12) Summer Showcase
	Theory	Rambert Dance Company, Two set works, 4 practitioners and their professional works.		

Implementation and delivery of the curriculum:

KS3:

*Learn phrases of movement from staff expert subject knowledge in a range of styles/linked to different themes e.g. Year 7 Capoeira, Year 8 Street Dance and Year 9 foci linking to GCSE set works and choreography criteria.

*Modelling good practice through teacher and student demonstration.

*Differentiated creative tasks given to encourage individuality.

*Peer and self-assessment by watching own performances through videoing class work, performance in front of an audience and evaluative/self-reflection through the use of learner booklets to track own development through assessment. Students complete WWW and EBI to monitor and track their development.

*Questioning techniques used to stretch, challenge and confirm understanding.

*Focused rehearsal practice with selected targets, which enables students to embed movement material and key performance skills into their long-term memory.

*Students focus on one element per term (e.g. choreography in the Autumn term, performance in the Spring term and choreography/performance in the Summer term). This enables students to build on the skills they have previously learnt, to achieve better grades and progress further.

*Opportunities for students with prior dancing experience to be selected to perform for both KS4 and KS5 exam choreography. This enables students to be challenged technically and to gain an understanding of the GCSE/A Level courses.

*In Year 9 students study the Performing Arts subjects on a 6 week rotation. We focus on one of the GCSE Dance specification set works 'Emancipation of Expressionism' which is aimed at building on the students' skills from the Summer Term in Year 8. Students complete two rotations, covering two different topics and focusing on performance in the first rotation and then choreography in the second. This is to give the students an insight into the GCSE Dance course whilst also utilising, developing and refining the skills previously learnt in Year 7 and Year 8.

KS4/5:

*Learn phrases of movement from professional works and the selected dance examination board.

*Modelling good practice through teacher and student demonstration, and from professional dancers/companies who lead workshops for the students.

*Peer and self-assessment by watching own performances through videoing class work, performance in front of an audience and evaluative/self-reflection through the use of learner booklets to track own development through assessment. Assessments are regular (every half term) with a focus on solo, duos and group work.

*Using exemplar material in class from the examination board and previous students, for students to analyse and help understanding of the marking criteria.

*Focused rehearsal practice with selected targets, which enables students to embed movement material and performance skills into their long-term memory. Opportunities for students to attend lunchtime 1:1 and after school support sessions to encourage their learning.

*Opportunities for students with prior dancing experience to be selected to perform for KS5 exam choreography. This enables students to be challenged technically and to gain an understanding of the A Level course.

*Develop an understanding of professional dance works, practitioners and dance styles; through watching, analysing and interpreting dance.

*Completing exam questions/essay questions with scaffolded support of exemplar materials. Written aspects are introduced through practical starter activities, and regular fortnightly theory lessons (based in a classroom).

Impact:

KS3:

*Students will have learnt how to choreograph and dance from the introduction of a stimulus to creating/developing motifs/phrases of movement using the basic dance actions, spatial arrangement of dances, relationships and variation of dynamics (building on their knowledge from KS2 - movement patterns).

*Students will have learnt what makes a successful performance through evaluation and reflection of their own and other's performances. Students will be able to identify and include a variety of performance skills to their own creations building on their knowledge from KS2 (flexibility, strength, control, balance).

*Students will have an understanding and gained knowledge on a variety of dance styles and themes.

*Students will be assessed practically on their choreography and performance skills. Appreciation skills will be assessed through verbal feedback, written peer/self-assessment tasks and through homework activities.

*By the end of KS3, students will have the knowledge and skills to choreograph, perform and appreciate dance showing an understanding of the marking criteria.

KS4/5:

*Students will have learnt how to use a stimulus/set question to choreograph a solo, duo or group choreography. They will develop the skills to research, improvise and experiment with movement to create original and competent choreographies.

*Students will have an understanding and gained skills in different dance techniques. They will learn how to engage an audience and include stylistic qualities or particular choreographers into their performance work.

*Students will be able to perform solo, duo and group work of varying lengths.

*Students will be assessed practically on their choreography and performance skills via external examiner/moderator.

*Appreciation skills will be assessed in class through verbal feedback written, peer and self-assessment and through homework and theory class tasks.

*Students will have completed written exams in dance which will assess their knowledge, understanding and analytical skills.

*By the end of KS4/5 students will have the knowledge, skills and confidence to choreograph, perform and appreciate dance independently and on a wider scale.