

# Curriculum Overview | Dance



## What will my child learn in

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>Baseline Assessment</b> <u>Key Techniques and Terms:</u> Visual Stimulus Choreography Performance Appreciation  Assessment of student prior knowledge of dance and a baseline of attainment starting Year 7	<b>Basic Skills and Stimuli</b> <u>Key Techniques &amp; Terms:</u> Health and safety Choreography: <b>Action (6 Basic Dance Actions: Jump, Turn, Travel, Gesture, Stillness, Transfer of weight), Space (Formations, Pathways)</b> Performance: Focus, Extension, Exaggeration Evaluation and Appreciation Stimulus: Text, Set Motif <u>Links to PE, Drama, Art, PSHE and English</u>	<b>Bollywood</b> <u>Key Techniques &amp; Terms:</u> Bollywood Dance style Key characteristics Choreography: <b>Action (6 Basic Dance Actions: Jump, Turn, Travel, Gesture, Stillness, Transfer of weight), Space (Formations, Pathways, Levels, Direction) Dynamics (fast/slow/soft/sharp) Relationships</b> Choreographic devices: Unison, Canon, Repetition, Highlight. Performance: Focus, Facial Expressions, Timing, Musicality, Exaggeration, Effort, Extension Evaluation and Appreciation Stimulus: World dance, Set Motif <u>Links to: Geography, Drama, RPE, PSHE</u>	Key Techniques & Terms: Contemporary and Ballet dance style Choreography: <b>Action, Space, Dynamics, Relationships (Lead and Follow, Complement and Contrast)</b> Choreographic devices: Unison, Canon, Repetition, Highlight, Accumulation Performance: Focus, Timing, Facial Expressions, Musicality, Extension, Exaggeration, Energy, Control, Alignment Stage Lighting and significance of lighting Evaluation and Appreciation <u>Links to: Music, Drama, PE, DT (Textiles)</u>		
<b>Year 8</b>	<b>Baseline Assessment</b> Text Stimulus Choreography Performance Appreciation  Assessment of students current attainment entering Year 8.	<b>Mario</b> <u>Key Techniques &amp; Terms:</u> Health and safety re-cap in preparation for advanced contact work Choreography: <b>Actions, Space, Dynamics, Relationships</b> Choreographic devices: Fragmentation, Retrograde, Unison, Canon Performance: Focus, Timing, Facial Expressions, Musicality, Extension, Exaggeration Evaluation and Appreciation <u>Links to: Music (music for screen and stage project) Drama, IT, PE</u>	<b>Diversity</b> <u>Key Techniques &amp; Terms</u> Choreography: <b>Action, Space- pathways and formations focus, Dynamics, Relationships – introducing Action and Reaction</b> Health and safety Relationships – contact work, lifts Links to PSHE, Dance and Performing Arts.	<b>Musical Theatre</b> <u>Key Techniques &amp; Terms:</u> Choreography: <b>Action, Space, Dynamics, Relationships – introducing contact work</b> Performance skills: Focus, Timing, Musicality, Projection, Facial expressions Appreciation and Evaluation Performing Arts jobs – knowledge of musical theatre Evaluation and appreciation <u>Links to Music, Drama, PSHE</u>	<b>Swansong</b> <u>Key Techniques &amp; Terms:</u> Choreography: <b>Action, Space, Dynamics, Relationships (Action and Reaction)</b> Choreographic devices: Props, Unison, Canon, Dance styles: Contemporary and Tap Performance: Focus, Timing, Facial Expressions, Musicality, Extension, Exaggeration Lighting and significance of lighting Evaluation and Appreciation <u>Links to: History, Geography, Drama</u>	<b>Monopoly</b> <u>Key Techniques &amp; Terms:</u> Choreography: <b>Action, Space, Dynamics, Relationships (Action and Reaction)</b> Choreographic devices: Unison, Canon, Dance styles: Chance Performance: Focus, Timing, Facial Expressions, Musicality, Extension, Exaggeration <u>Links to: History, Geography, Drama</u> <u>Students to choose groups</u>

<p><b>Year 9</b></p>	<p><b><u>Baseline Assessment</u></b></p> <p>Theme Stimulus Choreography Performance Appreciation</p> <p>Assessment of students current attainment entering Year 9.</p>	<p><b><u>Maps</u></b></p> <p><u>Key Techniques &amp; Terms:</u> Set Motif Choreography: <b>Actions</b>, <b>Space</b>, <b>Dynamics</b> <b>Relationships</b> Choreography Devices; Unison, Canon Performance: Timing, Musicality and Extension Health and Safety in Contact work and Lifts. Links to; geography, art, PSHE.</p>	<p><b><u>Emancipation of Expressionism</u></b></p> <p><u>Key Techniques &amp; Terms:</u> Choreography: <b>Actions</b>, <b>Space</b>, <b>Dynamics</b> <b>Relationships</b> Choreographic Devices; unison, canon, Contrast, Highlight, Retrograde, Instrumentation, Accumulation, Fragmentation. Hip hop; including krumping, popping, locking, animation, breaking and waacking techniques. Dance structures Performance skills: Focus/eyeline, Timing, Facial Expressions, Musicality, Extension, Exaggeration, Projection, Coordination, Alignment Mental skills: Commitment, Concentration, Movement Memory, Confidence Evaluation and Appreciation <u>Links to: KS4 Dance C1, Geography/History, Drama, Music</u></p>	<p><b><u>Music Videos</u></b></p> <p><u>Key Techniques &amp; Terms:</u> Choreography: <b>Actions</b>, <b>Space</b>, <b>Dynamics</b>, <b>Relationships</b> Choreographic Devices; unison, canon, Contrast, Highlight, Retrograde, Instrumentation, Accumulation, Fragmentation. Film and Creative Media techniques; Mise En Scene and Cinematography Dance structures Performance skills: Eyeline, Timing, Facial Expressions, Musicality, Extension, Exaggeration, Projection, Coordination, Alignment Mental skills: Commitment, Concentration, Movement Memory, Confidence. Focus Evaluation and Appreciation <u>Links to: KS4 Dance C2, Music, Creative Media Studies</u></p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<p><b><u>Introduction to Dance</u></b></p> <p>Students are introduced to dance technique and will cover health and safety, expressive skills, physical skills and understanding of choreography.</p> <p>Students will start to study professional dance works for component one.</p> <p>Students will start to learn professional repertoire for component 2.</p>	<p><b><u>Component 1 &amp; 2 continued</u></b></p> <p>By the end of term two students will have completed three professional studies exploring dance works through a range of practical and theory tasks.</p> <p>Students will be coming to the end of their first component 2 professional dance repertoire.</p> <p>Students will continue to develop their dance technique within fortnightly technique classes.</p>	<p><b><u>Component One Exam</u></b></p> <p>Students will have 12 guided hours to complete their internal component one assessment under supervised conditions.</p> <p>They will apply their knowledge from term 1 and term 2 to complete a written theory assessment liking one of the three dance works to a theme set by the exam board.</p>	<p><b><u>Component One Exam continued.</u></b></p> <p>Students will have the remaining time to complete their internal component one assessment under supervised conditions.</p> <p>There will also be a resubmission opportunity for students who wish to improve their coursework. Students have two weeks to resubmit any work they wish to.</p>	<p><b><u>Component 2 and Component 3</u></b></p> <p>Students will rehearse their component 2 repertoire and start learning their next professional piece of repertoire.</p> <p>Students will continue to develop their dance technique and will cover health and safety, expressive skills, physical skills and understanding of choreography.</p> <p>Students will start to complete a component three mock assessment in preparation for the external exam in Year 11.</p>	<p><b><u>Component 2 &amp; 3 Continued</u></b></p> <p>Students will rehearse their two completed dance pieces focusing on accuracy, expressive skills and physical skills.</p> <p>Students will learn their final piece of component 2 repertoire.</p> <p>Students will complete a component three mock assessment in preparation for the external exam in Year 11</p>
<b>Year 11</b>	<p><b><u>Component 2 Assessment</u></b></p> <p>Students will complete their internal component 2 assessment using one of the pieces of the professional repertoire from last year.</p>	<p><b><u>Component 2 Assessment</u></b></p> <p>Students will continue to complete their internal assessment.</p> <p>There will also be a resubmission opportunity for students who wish to improve their coursework. Students have two weeks to resubmit any work they wish to.</p>	<p><b><u>Component 3 External</u></b></p> <p>Students will work in groups of 3-7 and create a piece of dance based on an assignment brief released by the exam board.</p> <p>Students will complete one written task held under supervised exam conditions.</p>	<p><b><u>Component 3 External</u></b></p> <p>Students will complete two written tasks held under supervised exam conditions.</p> <p>Students will perform for their practical assessment.</p>	<b><u>Course Completed</u></b>	<b><u>Course Completed</u></b>