

Shoreham Academy Dance department: 7 year curriculum map

	Autumn	Spring	Summer			
Year 7	Basic Dance Composition – Every student has a half term of Dance within PE in year 7. This is lead by a PE teacher with a dance assistant in the room.					
Dance within PE	<p>Choreography Topics: Dance composition, Dance components, Dance actions, Dance development tools, generating movement material.</p> <p>Contextual factors: Focus on building students core understanding of dance factors from KS2. For this stage students will be provided with a spring board of material (provided by teacher) to work with throughout the half term.</p> <p>Key skills taught: Learning dance, developing dance, identifying key dance techniques/components/skills and refining dance through critical analysis.</p> <p><u>Has links to:</u> Year 8 dance PoS whereby the framework is applied to a professional work.</p>					
Year 8	Dance Composition/Motif and Development using Emancipation of Expressionism – Every student has a half term of Dance within PE in year 8. This is lead by a PE teacher with a dance assistant in the room.					
Dance within PE	<p>Choreographic Topics: Dance styles, Dance composition, Dance components, Dance actions, Motif and development tools, generating movement material.</p> <p>Contextual factors: Focus on building students core understanding of dance factors from year 7. For this stage students will adapt a piece of repertory from a professional work in a more demanding style throughout the half term.</p> <p>Key skills taught: Learning dance styles, developing dance though advanced tools, identifying key dance techniques/components/skills and refining dance through critical analysis.</p> <p><u>Has links to:</u> Year 9 dance leadership PoS whereby students will be required to create their own original motif to extend and develop. Emancipation of Expressionism is a key work used within GCSE Dance.</p>					
Year 9	Development of Dance	Conducting a dance workshop	Rhythmic Gymnastics/ Leadership	Acro Gymnastics/ Leadership	Lesson planning and delivery	Creating a performance piece
Dance Leadership	<p>Choreographic Topics: Dance composition, Dance components, Dance actions, Dance development tools, generating movement material.</p> <p>Contextual factors: Focus on building students core understanding of dance factors from KS3 dance within PE. Remove scaffolds for creating motif.</p> <p>Key skills taught: Learning dance, developing creative response to stimulus and refining dance through critical analysis.</p> <p><u>Has links to:</u> Year 7 and 8 Dance PoS focused on methods of creating dance.</p>	<p>Leadership Topics: Safe practice within the dance studio setting, Ice breakers for engaging young children, Leadership styles, differentiation, Behaviour management, AFL.</p> <p>Contextual factors: This will build on year 7 and year 8 expectations within PE that students should be confident in and have led a warm up/cool down as part of a small team.</p> <p>Key skills taught: Teamwork, group discussion, problem solving, adapting, managing and assessing situations.</p> <p><u>Has links to:</u> Within GCSE Dance students are expected to create their own choreography. As a result, they are required to plan a sequence of 5-10 sessions with their dancers.</p>	<p>Composition Topics: Basic body skills, ball skills, ribbon skills, hoop skills.</p> <p>Leadership Topics: Safe warm up and cool down, lesson episodes, lesson planning.</p> <p>Contextual factors: Focus on building students core understanding of rhythmic gymnastics factors from KS3 gymnastics within PE.</p> <p>Key skills taught: Learning rhythmic gymnastics, developing creative response to apparatus and refining gymnastics through critical analysis.</p> <p>Leading a warm up and cool down, responding to the needs of students, use of key vocabulary.</p> <p><u>Has links to:</u> Year 7 and 8 Rhythmic Gymnastics PoS focused on methods of creating gym routines.</p>	<p>Composition Topics: Basic body skills, dance skills, tumble skills, balance skills.</p> <p>Leadership Topics: Mini plenaries, differentiation, safe practice.</p> <p>Contextual factors: Focus on building students core understanding of gymnastic factors from KS3 gymnastics within PE.</p> <p>Key skills taught: Learning gymnastics, developing creative response to criteria and refining gymnastics through critical analysis.</p> <p>Leading, adapting plans and considering personal and space safety.</p> <p><u>Has links to:</u> Year 7 and 8 Gymnastics PoS focused on methods of creating gym routines.</p>	<p>Leadership Topics: Lesson planning, teaching episodes, evaluation, and analysis.</p> <p>Contextual factors: Students have learnt about all key aspects of a lesson plan in previous weeks and now need to draw this together.</p> <p>Key skills taught: innovation, decision making, adaptability, use of key vocabulary and critical analysis.</p> <p><u>Has links to:</u> Within GCSE Dance students are expected to create their own choreography. As a result, they are required to plan a sequence of 5-10 sessions with their dancers.</p>	<p>Leadership Topics: lesson delivery, lesson evaluation, creating a complete dance piece.</p> <p>Contextual factors: Students have learnt about all key aspects of a lesson plan in previous weeks and now need to draw this together to lead one of 6 lessons which aims to make a dance by week 7.</p> <p>Key skills taught: innovation, decision making, adaptability, use of key vocabulary and critical analysis.</p> <p><u>Has links to:</u> Within GCSE Dance students are expected to create their own choreography. As a result, they are required to plan a sequence of 5-10 sessions with their dancers.</p>

<p>KS4</p> <p>GCSE Dance</p>	<p><u>Year 1 - Practical</u></p> <p>Topics: Building technical competency. Through small technique phrases which are learnt and developed by students.</p> <p>Learning the set Performance Piece. Focus on action, dynamic and spatial content of the dance.</p> <p>Contextual factors: Greater focus now applied to the execution of dance. Students draw on experience of analysing dance to apply new skills.</p> <p>Key skills taught: Physical skills:</p> <ul style="list-style-type: none"> • posture • alignment • balance • Coordination • Isolation <p>Expressive skills:</p> <ul style="list-style-type: none"> • Focus • Musicality <p>Has links to: KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students begin to focus on physical/expressive and mental skills as touched upon previously.</p> <p><u>Year 1 – Theory</u></p> <p>Topics: Focus on learning key aspects of movement content (actions, dynamics, space and relationships).</p>	<p><u>Year 1 - Practical</u></p> <p>Topics: Building technical competency. Through small technique phrases which are learnt and developed by students. (Discreetly include set solo sequences)</p> <p>Rehearsing and refining the set Performance Piece. Focus on timing rhythmic and stylistic qualities of the dance.</p> <p>Contextual factors: Greater focus now applied to the execution of dance. Students draw on experience of analysing dance to apply new skills.</p> <p>Key skills taught: Physical skills:</p> <ul style="list-style-type: none"> • control • flexibility • mobility • Strength • Extension <p>Expressive skills:</p> <ul style="list-style-type: none"> • spatial awareness • facial expression <p>Has links to: KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students begin to focus on physical/expressive and mental skills as touched upon previously.</p> <p><u>Year 1 – Theory</u></p> <p>Topics: Exploring choreographic processes and devices and how they relate to stimulus.</p>	<p><u>Year 1 - Practical</u></p> <p>Topics: Building understanding of different choreographic techniques. Through small creative exercises students will explore characteristics of dance making applying the dance composition tools.</p> <p>Learning the set solo 1. Focus on action, dynamic and spatial content of the dance.</p> <p>Contextual factors: Continued focus on execution of dance but re introduction of creative tasks through use of composition tools. These are more complex tools than previously explored in year 7/8/9.</p> <p>Key skills taught: Expressive skills:</p> <ul style="list-style-type: none"> • projection • phrasing <p>Mental skills:</p> <ul style="list-style-type: none"> • systematic repetition • mental rehearsal • rehearsal discipline <p>Has links to: KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students begin to focus on physical/expressive and mental skills as touched upon previously.</p> <p><u>Year 1 – Theory</u></p> <p>Topics: Focus on knowledge and understanding of performance, technical and expressive skills.</p>	<p><u>Year 1 - Practical</u></p> <p>Topics: Building understanding of different dance relationships through small creative sessions students will explore a range of relationship devices and apply them to a stimulus.</p> <p>Rehearsing, refining and performing the set solo 1. Focus on timing rhythmic and stylistic qualities of the dance.</p> <p>Contextual factors: Continued focus on execution of dance but introduction of creative tasks focused on relationships. First time students look at these.</p> <p>Key skills taught:</p> <ul style="list-style-type: none"> • lead and follow • Mirroring • action and reaction • Accumulation • complement and contrast • Counterpoint • Contact • formations <p>Has links to: KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students begin to focus on physical/expressive and mental skills as touched upon previously.</p> <p><u>Year 1 – Theory</u></p> <p>Topics: Focus on knowledge and understanding of critical appreciation of own work.</p> <p>Performance</p>	<p><u>Year 1-Practical</u></p> <p>Topics: Learning the set solo 2. Focus on action, dynamic and spatial content of the dance.</p> <p>Creating and refining a duet/trio. Focus on action, dynamic and spatial content of the dance.</p> <p>Contextual factors: Continued focus on execution of dance applying all physical, technical, expressive and mental skills. Introduction of creative tasks focused on previously acquired dance composition knowledge.</p> <p>Key skills taught: Expressive skills:</p> <ul style="list-style-type: none"> • musicality • sensitivity to other dancers <p>Apply previous enquired skills: Focus on application of:</p> <ul style="list-style-type: none"> • physical skills and attributes safely during performance • technical skills accurately and safely during performance • expressive skills • mental skills and attributes during performance. <p>Has links to: KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students begin to focus on physical/expressive and mental skills as touched upon previously.</p> <p><u>Year 1 – Theory</u></p> <p>Topics: Students must learn and understand the defining characteristics of set work Shadows including:</p> <ul style="list-style-type: none"> • staging/set 	<p><u>Year 1 - Practical</u></p> <p>Topics: Rehearsing, refining and performing the set solo 2. Focus on timing rhythmic and stylistic qualities of the dance.</p> <p>Rehearsing and performing the duet/trio. Focus on timing rhythmic and stylistic qualities of the dance.</p> <p>Contextual factors: Continued focus on execution of dance refining all physical, technical, expressive and mental skills.</p> <p>Key skills taught: Expressive skills:</p> <ul style="list-style-type: none"> • communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). <p>Apply previous enquired skills: Focus on application of:</p> <ul style="list-style-type: none"> • physical skills and attributes safely during performance • technical skills accurately and safely during performance • expressive skills • mental skills and attributes during performance. <p>Has links to: KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students begin to focus on physical/expressive and mental skills as touched upon previously.</p> <p><u>Year 1 – Theory</u></p> <p>Topics: Students must learn and understand the defining characteristics of set work Infra including:</p>
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<p>Learning the different types of dance structures and form.</p> <p>Key skills taught: To articulate knowledge and critically reflect to inform artistic practice</p> <p>Has links to: Students wouldn't have previously studied dance theory stand alone. This terms topics have been previously explored practically within KS3. This is extended in KS5.</p>	<p>Focus on learning key aspects of dance production.</p> <ul style="list-style-type: none"> • costume • aural setting • lighting • performance environment • staging/set/prop <p>Key skills taught: Critical analysis, interpretation, evaluation and appreciation of professional dance works</p> <p>Has links to: Students wouldn't have previously studied this topic however this is extended in greater depth at KS5.</p>	<p>Apply knowledge to a number of works.</p> <p>Plan a programme of progression for a dancer focusing on improving their expressive, technical and performance skills.</p> <p>Key skills taught: To critically appreciate their own and others performance and choreography, through describing, analysing, interpreting, evaluating and reflecting.</p> <p>Has links to: KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students focus on physical/expressive and mental skills in practical classes.</p>	<ul style="list-style-type: none"> • the meaning of performance terminology • the contribution of performance to audience understanding of the choreographic intent of the work being performed. <p>Choreography</p> <ul style="list-style-type: none"> • the meaning of choreography terminology • the contribution of choreography to audience understanding of the choreographic intent of the work. <p>Key skills taught: To critically appreciate their own performance and choreography, through describing, analysing, interpreting, evaluating and reflecting.</p> <p>Has links to: KS3 Dance within PE, Dance Leadership and GCSE Dance practical whereby students consistency analyse their own and others work during practical lessons.</p>	<ul style="list-style-type: none"> • lighting • props • costume • dancers • aural settings • dance for camera • choreographic approaches • choreographic intent • choreographic content <p>Key skills taught: To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.</p> <p>Has links to: GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.</p>	<ul style="list-style-type: none"> • staging/set • lighting • props • costume • dancers • aural settings • dance for camera • choreographic approaches • choreographic intent • choreographic content <p>Key skills taught: To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.</p> <p>Has links to: GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.</p>
<p>Year 2 - Practical</p> <p>Topics: Building choreographic competency. Students respond creatively to a stimulus, to choreograph their own complete dance. This half terms focus is the inclusion and execution of:</p> <p>Action content:</p> <ul style="list-style-type: none"> • travel • turn • elevation • gesture • stillness • use of different body parts • floor work • transfer of weight. <p>Contextual factors: Greater focus now applied to the composition of dance against criteria, the inclusion of more advanced devices and tools. Students draw on experience of</p>	<p>Year 2 - Practical</p> <p>Topics: Building choreographic competency. Students respond creatively to a stimulus, to choreograph their own complete dance. This half terms focus is the inclusion and execution of:</p> <p>Dynamic content:</p> <ul style="list-style-type: none"> • fast/slow • sudden/sustained • Acceleration/ deceleration • strong/light • direct/indirect • flowing/abrupt <p>Contextual factors: Greater focus now applied to the composition of dance against criteria, the inclusion of more advanced devices and tools. Students draw on experience of analysing dance to refine choreography.</p>	<p>Year 2 - Practical</p> <p>Topics: Building choreographic competency. Students respond creatively to a stimulus, to choreograph their own complete dance. This half terms focus is the inclusion and execution of:</p> <p>Spatial content:</p> <ul style="list-style-type: none"> • pathways • levels • directions • size of movement • patterns • spatial design <p>Contextual factors: Greater focus now applied to the composition of dance against criteria, the inclusion of more advanced devices and tools. Students draw on experience of analysing dance to refine choreography.</p> <p>Key skills taught:</p>	<p>Year 2 - Practical</p> <p>Topics: Building choreographic competency. Students respond creatively to a stimulus, to choreograph their own complete dance. This half terms focus is the inclusion and execution of:</p> <p>Relationship content:</p> <ul style="list-style-type: none"> • lead and follow • mirroring • action and reaction • accumulation • complement and contrast • counterpoint • contact • formations. <p>Contextual factors: Greater focus now applied to the composition of dance against criteria, the inclusion of more advanced devices and tools. Students draw on experience of analysing dance to refine choreography.</p>	<p>Year 2 - Practical</p> <p>Topics: Building choreographic competency. Students respond creatively to a stimulus, to choreograph their own complete dance. This half terms focus is the inclusion and execution of:</p> <p>Choreographic devices:</p> <ul style="list-style-type: none"> • motif and development • repetition • contrast • highlights • climax • manipulation of number • unison and canon <p>Contextual factors: Greater focus now applied to the composition of dance against criteria, the inclusion of more advanced devices and tools. Students draw on experience of analysing dance to refine choreography.</p>	<p>Year 2 - Practical</p> <p>Topics: Building choreographic competency. Students respond creatively to a stimulus, to choreograph their own complete dance. This half terms focus is the inclusion and execution of:</p> <p>Structuring Devices:</p> <ul style="list-style-type: none"> • binary • ternary • rondo • narrative • Episodic • begin/middle/end • unity • logical sequence • transitions <p>Contextual factors: Greater focus now applied to the composition of dance against criteria, the inclusion of more advanced devices and tools. Students draw on experience of</p>

<p>analysing dance to refine choreography.</p> <p>Key skills taught:</p> <ul style="list-style-type: none"> researching improvising generating selecting developing structuring refining and synthesising. <p>Has links to:</p> <p>KS3 Dance within PE building on student knowledge of composition. Dance Leadership as students are now leading their own choreography groups. This is a smaller scale task of what is later completed at A Level in greater depth with a larger time length.</p> <p>Year 2 – Theory</p> <p>Topics: Students must learn and understand the defining characteristics of set work Within Her Eyes including:</p> <ul style="list-style-type: none"> staging/set lighting props costume dancers aural settings dance for camera choreographic approaches choreographic intent choreographic content <p>Key skills taught: To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.</p> <p>Has links to: GCSE dance theory half terms 1/2/3 from year 1 yet building</p>	<p>Key skills taught:</p> <ul style="list-style-type: none"> researching improvising generating selecting developing structuring refining and synthesising. <p>Has links to:</p> <p>KS3 Dance within PE building on student knowledge of composition. Dance Leadership as students are now leading their own choreography groups. This is a smaller scale task of what is later completed at A Level in greater depth with a larger time length.</p> <p>Year 2 – Theory</p> <p>Topics: Students must learn and understand the defining characteristics of set work Shadows including:</p> <ul style="list-style-type: none"> staging/set lighting props costume dancers aural settings dance for camera choreographic approaches choreographic intent choreographic content <p>Key skills taught: To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.</p> <p>Has links to: GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.</p>	<ul style="list-style-type: none"> researching improvising generating selecting developing structuring refining and synthesising. <p>Has links to:</p> <p>KS3 Dance within PE building on student knowledge of composition. Dance Leadership as students are now leading their own choreography groups. This is a smaller scale task of what is later completed at A Level in greater depth with a larger time length.</p> <p>Year 2 – Theory</p> <p>Topics: Students must learn and understand the defining characteristics of set work Infra including:</p> <ul style="list-style-type: none"> staging/set lighting props costume dancers aural settings dance for camera choreographic approaches choreographic intent choreographic content <p>Key skills taught: To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.</p> <p>Has links to: GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.</p>	<p>Key skills taught:</p> <ul style="list-style-type: none"> researching improvising generating selecting developing structuring refining and synthesising. <p>Has links to:</p> <p>KS3 Dance within PE building on student knowledge of composition. Dance Leadership as students are now leading their own choreography groups. This is a smaller scale task of what is later completed at A Level in greater depth with a larger time length.</p> <p>Year 2 – Theory</p> <p>Topics: Students must learn and understand the defining characteristics of set work A Linha Curva including:</p> <ul style="list-style-type: none"> staging/set lighting props costume dancers aural settings dance for camera choreographic approaches choreographic intent choreographic content <p>Key skills taught: To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.</p> <p>Has links to: GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.</p>	<p>Key skills taught:</p> <ul style="list-style-type: none"> researching improvising generating selecting developing structuring refining and synthesising. <p>Has links to:</p> <p>KS3 Dance within PE building on student knowledge of composition. Dance Leadership as students are now leading their own choreography groups. This is a smaller scale task of what is later completed at A Level in greater depth with a larger time length.</p> <p>Year 2 – Theory</p> <p>Topics: Students must learn and understand the defining characteristics of set work Artificial Things including:</p> <ul style="list-style-type: none"> staging/set lighting props costume dancers aural settings dance for camera choreographic approaches choreographic intent choreographic content <p>Key skills taught: To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.</p> <p>Has links to: GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.</p>	<p>analysing dance to refine choreography.</p> <p>Key skills taught:</p> <ul style="list-style-type: none"> researching improvising generating selecting developing structuring refining and synthesising. <p>Has links to:</p> <p>KS3 Dance within PE building on student knowledge of composition. Dance Leadership as students are now leading their own choreography groups. This is a smaller scale task of what is later completed at A Level in greater depth with a larger time length.</p> <p>Year 2 – Theory</p> <p>Topics: Students must learn and understand the defining characteristics of set work Emancipation of Expressionism including:</p> <ul style="list-style-type: none"> staging/set lighting props costume dancers aural settings dance for camera choreographic approaches choreographic intent choreographic content <p>Key skills taught: To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.</p> <p>Has links to: GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.</p>
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	skills to apply to professional work.					
KS5 A Level Dance	<p>Year 1 - Practical</p> <p>Topics: Students explore a range of tasks based on a selection of practitioners to widen understanding of different styles.</p> <p>To consider: Physical/technical skills Spatial elements Dynamic elements Rhythmic control Dynamic variation. Interpretative/performance skills</p> <p>Key skills taught: Researching and exploring to make connections between theory and practice.</p> <p>Critical engagement in the analysis of own work and that of professional repertoire</p> <p>Training and performance development.</p> <p>Experimentation and application of choreographic and structuring devices.</p> <p>The necessary awareness of safe practice.</p> <p>A range of skills relating to problem solving, organisation, teamwork and leadership.</p> <p>Has links to: Student have created their own work from KS3 upwards. The analysis of professional works at GCSE level will have equipped them with the skills to fragment work to deepen understanding.</p>	<p>Year 1 - Practical</p> <p>Topics: Students must develop and apply the knowledge, understanding and skills required to perform as a soloist in the style of one specified practitioner.</p> <p>To consider: Physical/technical skills Spatial elements Dynamic elements Rhythmic control Dynamic variation. Interpretative/performance skills</p> <p>Key skills taught: Researching and exploring to make connections between theory and practice.</p> <p>Critical engagement in the analysis of own work and that of professional repertoire</p> <p>Training and performance development.</p> <p>Experimentation and application of choreographic and structuring devices.</p> <p>The necessary awareness of safe practice.</p> <p>A range of skills relating to problem solving, organisation, teamwork and leadership.</p> <p>Has links to: Student have created their own work from KS3 upwards. The analysis of professional works at GCSE level will have equipped them with the skills to fragment work to deepen understanding</p>	<p>Year 1 - Practical</p> <p>Topics: Students must analyse, refine and perform final solo in the style of one specified practitioner.</p> <p>To consider: Physical/technical skills Spatial elements Dynamic elements Rhythmic control Dynamic variation. Interpretative/performance skills</p> <p>Key skills taught: Researching and exploring to make connections between theory and practice.</p> <p>Critical engagement in the analysis of own work and that of professional repertoire</p> <p>Training and performance development.</p> <p>Experimentation and application of choreographic and structuring devices.</p> <p>The necessary awareness of safe practice.</p> <p>A range of skills relating to problem solving, organisation, teamwork and leadership.</p> <p>Has links to: Student have created their own work from KS3 upwards. The analysis of professional works at GCSE level will have equipped them with the skills to fragment work to deepen understanding</p>	<p>Year 1 - Practical</p> <p>Topics: Students explore a range of tasks based on performing as a quartet</p> <p>Students explore performing in quartets choreographed by the students, their teacher and a dance artist.</p> <p>To consider: Physical/technical skills Interpretative/performance skills</p> <p>Key skills taught: Critical engagement in the analysis of own work and that of others.</p> <p>Training and performance development.</p> <p>Experimentation and application of choreographic and structuring devices.</p> <p>The necessary awareness of safe practice.</p> <p>A range of skills relating to problem solving, organisation, teamwork and leadership.</p> <p>Has links to: Student have created their own work from KS3 upwards. The analysis of professional works at GCSE level will have equipped them with the skills to fragment work to deepen understanding. Students have created programmes for development in KS4 to build the skills of a dancer which will aid this process.</p>	<p>Year 1 - Practical</p> <p>Topics: Students must develop and apply the knowledge, understanding and skills required to perform as part of a quartet.</p> <p>Students select a minimum of 2 complete quartets to develop and refine.</p> <p>To consider: Physical/technical skills Interpretative/performance skills</p> <p>Key skills taught: Critical engagement in the analysis of own work and that of others.</p> <p>Training and performance development.</p> <p>Experimentation and application of choreographic and structuring devices.</p> <p>The necessary awareness of safe practice.</p> <p>A range of skills relating to problem solving, organisation, teamwork and leadership.</p> <p>Has links to: Student have created their own work from KS3 upwards. The analysis of professional works at GCSE level will have equipped them with the skills to fragment work to deepen understanding. Students have created programmes for development in KS4 to build the skills of a dancer which will aid this process.</p>	<p>Year 1 - Practical</p> <p>Topics: Students must analyse, refine and perform final quartets in the space and plan development strategies for improving quality of the work and execution of the work.</p> <p>To consider: Physical/technical skills Interpretative/performance skills</p> <p>Key skills taught: Critical engagement in the analysis of own work and that of others.</p> <p>Training and performance development.</p> <p>Experimentation and application of choreographic and structuring devices.</p> <p>The necessary awareness of safe practice.</p> <p>A range of skills relating to problem solving, organisation, teamwork and leadership.</p> <p>Has links to: Student have created their own work from KS3 upwards. The analysis of professional works at GCSE level will have equipped them with the skills to fragment work to deepen understanding. Students have created programmes for development in KS4 to build the skills of a dancer which will aid this process.</p>

	<p><u>Year 1 – Theory</u></p> <p>Topics: Students must know and understand the following about the set work Rooster:</p> <ul style="list-style-type: none"> • The significance of the character of the dance • The subject matter (eg theme or topic) of the dance and its treatment • The form of the dance (eg phrases, sections) and its effectiveness in communicating the subject matter <p>Students must know and understand the following about Rambert:</p> <ul style="list-style-type: none"> • The stylistic features of Rambert Dance Company and how these relate to the genre <p>Key skills taught: Critical analysis, interpretation, evaluation and appreciation of professional dance works.</p> <p>Has links to: GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.</p>	<p><u>Year 1 – Theory</u></p> <p>Topics: Students must know and understand the following about the set work Rooster:</p> <ul style="list-style-type: none"> • The Constituent features of the dance and their relevance in embodying the subject matter <p>Students must know and understand the following about Rambert:</p> <ul style="list-style-type: none"> • The choreographic approach (the particular technique, movement style and choreographic style) of a minimum of two named practitioners from the list above showing the range within the genre, including: • The influences affecting the development of the named practitioner’s technique and style <p>Key skills taught: Critical analysis, interpretation, evaluation and appreciation of professional dance works.</p> <p>Has links to: GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.</p>	<p><u>Year 1 – Theory</u></p> <p>Topics: Students must know and understand the following about the set work Rooster:</p> <ul style="list-style-type: none"> • The choreographic approach (the particular technique, movement style and choreographic style) of the choreographer • The influences affecting the development of the choreographer • The origins of the dance <p>Students must know and understand the following about Rambert:</p> <ul style="list-style-type: none"> • At least two works from the two selected named practitioners, including the following features of each work: • significance of the character of each dance • the subject matter (eg theme or topic) and its treatment • the form of the dance (eg phrases, sections) • the Constituent features of the dance and their relevance in embodying the subject matter <p>Key skills taught: Critical analysis, interpretation, evaluation and appreciation of professional dance works.</p> <p>Has links to: GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.</p>	<p><u>Year 1 – Theory</u></p> <p>Topics: Focused on Independent Contemporary dance scene; students must know and understand:</p> <ul style="list-style-type: none"> • The stylistic features of the area of study and how these relate to the genre <p>Focused on set work Sutra; students must know and understand:</p> <ul style="list-style-type: none"> • The significance of the character of the dance • The subject matter(eg theme or topic) of the dance and its treatment. • The form of the dance (eg phrases, sections) and its effectiveness in communicating the subject matter • The Constituent features of the dance and their relevance in embodying the subject matter <p>Key skills taught: Critical analysis, interpretation, evaluation and appreciation of professional dance works.</p> <p>Has links to: GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.</p>	<p><u>Year 1 – Theory</u></p> <p>Topics: Focused on Independent Contemporary dance scene; students must know and understand:</p> <ul style="list-style-type: none"> • The choreographic approach (the particular technique, movement style and choreographic style) of a minimum of two named practitioners showing the range within the genre. • The influences affecting the development of the named practitioner’s technique and style <p>Focused on set work Sutra; students must know and understand:</p> <ul style="list-style-type: none"> • The significance of the character of the dance • The subject matter(eg theme or topic) of the dance and its treatment. • The form of the dance (eg phrases, sections) and its effectiveness in communicating the subject matter • The Constituent features of the dance and their relevance in embodying the subject matter <p>Key skills taught: Critical analysis, interpretation, evaluation and appreciation of professional dance works.</p> <p>Has links to: GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.</p>	<p><u>Year 1 – Theory</u></p> <p>Topics: Focused on Independent Contemporary dance scene; students must know and understand:</p> <ul style="list-style-type: none"> • At least two works from the two selected named practitioners, including the following features of each work: • significance of the character of each dance • the subject matter (eg theme or topic) and its treatment • the form of the dance (eg phrases, sections) • the Constituent features of the dance and their relevance in embodying the subject matter <p>Focused on set work Sutra; students must know and understand:</p> <ul style="list-style-type: none"> • The significance of the character of the dance • The subject matter(eg theme or topic) of the dance and its treatment. • The form of the dance (eg phrases, sections) and its effectiveness in communicating the subject matter • The Constituent features of the dance and their relevance in embodying the subject matter <p>Key skills taught: Critical analysis, interpretation, evaluation and appreciation of professional dance works.</p> <p>Has links to: GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.</p>
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<u>Year 2 - Practical</u>	<u>Year 2 - Practical</u>	<u>Year 2 - Practical</u>	<u>Year 2 - Practical</u>	<u>Year 2 - Practical</u>	<u>Year 2 - Practical</u>
<p>Topics: Students create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes, for three, four or five dancers, in response to set stimulus.</p> <p>To translate their dance ideas into choreography, students must develop and apply practical knowledge and understanding of choreographic processes, including:</p> <p>Selection of the three movement components.</p> <p>Manipulation of the movement components through the use of a variety of choreographic devices.</p> <p>Structuring of movement material through sectional use of choreographic structures.</p> <p>Use of other constituent features ie aural setting and dancers (and physical setting where appropriate) in relation to the dance idea.</p> <p>Key skills taught: Researching, developing and experimenting with dance ideas through studio and non-studio investigation.</p> <p>Management of the rehearsal process.</p> <p>Analysing own work to make developments for improved outcomes.</p> <p>Has links to: Student have created their own work from KS3 upwards. This was a focus within GCSE and is now amplified at KS5.</p>	<p>Topics: Students create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes, for three, four or five dancers, in response to set stimulus.</p> <p>To translate their dance ideas into choreography, students must develop and apply practical knowledge and understanding of choreographic processes, including:</p> <p>Selection of the three movement components.</p> <p>Manipulation of the movement components through the use of a variety of choreographic devices.</p> <p>Structuring of movement material through sectional use of choreographic structures.</p> <p>Use of other constituent features ie aural setting and dancers (and physical setting where appropriate) in relation to the dance idea.</p> <p>Key skills taught: Researching, developing and experimenting with dance ideas through studio and non-studio investigation.</p> <p>Management of the rehearsal process.</p> <p>Analysing own work to make developments for improved outcomes.</p> <p>Has links to: Student have created their own work from KS3 upwards. This was a focus within GCSE and is now amplified at KS5.</p>	<p>Topics: Students create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes, for three, four or five dancers, in response to set stimulus.</p> <p>To translate their dance ideas into choreography, students must develop and apply practical knowledge and understanding of choreographic processes, including:</p> <p>Selection of the three movement components.</p> <p>Manipulation of the movement components through the use of a variety of choreographic devices.</p> <p>Structuring of movement material through sectional use of choreographic structures.</p> <p>Use of other constituent features ie aural setting and dancers (and physical setting where appropriate) in relation to the dance idea.</p> <p>Key skills taught: Researching, developing and experimenting with dance ideas through studio and non-studio investigation.</p> <p>Management of the rehearsal process.</p> <p>Analysing own work to make developments for improved outcomes.</p> <p>Has links to: Student have created their own work from KS3 upwards. This was a focus within GCSE and is now amplified at KS5.</p>	<p>Topics: Students create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes, for three, four or five dancers, in response to set stimulus.</p> <p>To translate their dance ideas into choreography, students must develop and apply practical knowledge and understanding of choreographic processes, including:</p> <p>Selection of the three movement components.</p> <p>Manipulation of the movement components through the use of a variety of choreographic devices.</p> <p>Structuring of movement material through sectional use of choreographic structures.</p> <p>Use of other constituent features ie aural setting and dancers (and physical setting where appropriate) in relation to the dance idea.</p> <p>Key skills taught: Researching, developing and experimenting with dance ideas through studio and non-studio investigation.</p> <p>Management of the rehearsal process.</p> <p>Analysing own work to make developments for improved outcomes.</p> <p>Has links to: Student have created their own work from KS3 upwards. This was a focus within GCSE and is now amplified at KS5.</p>	<p>Practical Assessment period.</p>	

<u>Year 2 – Theory</u>	<u>Year 2 – Theory</u>	<u>Year 2 – Theory</u>	<u>Year 2 – Theory</u>	<u>Year 2 – Theory</u>	<u>Year 2 – Theory</u>
<p>Topics: Students must know and understand the following about Rambert:</p> <ul style="list-style-type: none"> • At least two works from the two selected named practitioners, including the following features of each work: • significance of the character of each dance • the subject matter (eg theme or topic) and its treatment • the form of the dance (eg phrases, sections) • the Constituent features of the dance and their relevance in embodying the subject matter <p>Students must know and understand the following about the set work Rooster:</p> <ul style="list-style-type: none"> • The significance of the character of the dance • The subject matter (eg theme or topic) of the dance and its treatment • The form of the dance (eg phrases, sections) and its effectiveness in communicating the subject matter <p>Key skills taught: Critical analysis, interpretation, evaluation and appreciation of history of dance development.</p> <p><u>Has links to:</u> GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.</p>	<p>Topics: Students must know and understand the following about Rambert:</p> <ul style="list-style-type: none"> • The importance of the practitioners’ works in the development of the genre in relation to Rambert Dance Company • The relationship between the development of the genre and its context, ie the position of the genre within history, culture and society • The genre’s capacity to reflect and challenge society • Terminology specific to the genre <p>Students must know and understand the following about the set work Rooster:</p> <ul style="list-style-type: none"> • The Constituent features of the dance and their relevance in embodying the subject matter • The relationship between the dance and its context • The importance of the dance in the development of both the choreographer and the genre • The similarities and differences between the dance and other works by the choreographer. <p>Key skills taught: Critical analysis, interpretation, evaluation and appreciation of history of dance development.</p> <p><u>Has links to:</u> GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.</p>	<p>Topics: Focused on Independent Contemporary dance scene; students must know and understand:</p> <ul style="list-style-type: none"> • At least two works from the two selected named practitioners, including the following features of each work: • significance of the character of each dance • the subject matter (eg theme or topic) and its treatment • the form of the dance (eg phrases, sections) • the Constituent features of the dance and their relevance in embodying the subject matter <p>Focused on set work Sutra; students must know and understand:</p> <ul style="list-style-type: none"> • The significance of the character of the dance • The subject matter(eg theme or topic) of the dance and its treatment. • The form of the dance (eg phrases, sections) and its effectiveness in communicating the subject matter • The Constituent features of the dance and their relevance in embodying the subject matter • The choreographic approach (the particular technique, movement style and choreographic style) of the choreographer <p>Key skills taught: Critical analysis, interpretation, evaluation and appreciation of history of dance development.</p> <p><u>Has links to:</u></p>	<p>Topics: Focused on Independent Contemporary dance scene; students must know and understand:</p> <ul style="list-style-type: none"> • The importance of the practitioners’ works in the development of the genre in relation to the area of study • The relationship between the development of the genre and its context, ie the position of the genre within history, culture and society • The genre’s capacity to reflect and challenge society • Terminology specific to the genre. <p>Focused on set work Sutra; students must know and understand:</p> <ul style="list-style-type: none"> • The influences affecting the development of the choreographer • The origins of the dance • The relationship between the dance and its context • The importance of the dance in the development of both the choreographer and the genre • The similarities and differences between the dance and other works by the choreographer <p>Key skills taught: Critical analysis, interpretation, evaluation and appreciation of professional dance works.</p> <p><u>Has links to:</u> GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.</p>	<p>Topics:</p> <p>Exam revision.</p>	<p>Exam period.</p>

<p>BTEC Dance</p> <p>(Units alternate due to class sizes for submission work)</p>	<p><u>Year 1</u></p> <p>Unit 2: Developing skills and techniques for live performance.</p> <p>Topics and skills:</p> <p>Demonstrate understanding through a presentation showing knowledge and understanding of the roles and skills of a performer with reference to examples of disciplines, such as acting, dance and singing.</p> <p>Develop performance skills and techniques for live performance through studio rehearsal of set dances in various styles.</p> <p>Apply performance skills and techniques in selected styles.</p> <p>Review and reflect on development of skills and techniques for live performance in a final evaluation.</p> <p><u>Has links to:</u></p> <p>GCSE dance theory analysis tasks and practical development tasks.</p> <p><u>Year 2:</u></p> <p>Unit 1: Investigating Practitioners work</p> <p>Topics and skills:</p> <p>Watch/study up to three performances for two chosen practitioners that exemplify their work in practice.</p> <p>Enquire and demonstrate knowledge and understanding of contextual factors that influence the work of practitioners and their creative intentions.</p>	<p><u>Year 1</u></p> <p>Unit 2: Developing skills and techniques for live performance continued....</p> <p>Topics and skills:</p> <p>Demonstrate understanding through a presentation showing knowledge and understanding of the roles and skills of a performer with reference to examples of disciplines, such as acting, dance and singing.</p> <p>Develop performance skills and techniques for live performance through studio rehearsal of set dances in various styles.</p> <p>Apply performance skills and techniques in selected styles.</p> <p>Review and reflect on development of skills and techniques for live performance in a final evaluation.</p> <p><u>Has links to:</u></p> <p>GCSE dance theory analysis tasks and practical development tasks.</p> <p><u>Year 2:</u></p> <p>Unit 1: Investigating Practitioners work end of unit.</p> <p>Topics and skills:</p> <p>Watch/study up to three performances for two chosen practitioners that exemplify their work in practice.</p> <p>Enquire and demonstrate knowledge and understanding of contextual factors that influence the work of practitioners and their creative intentions.</p>	<p>GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.</p> <p><u>Year 1</u></p> <p>Unit 2: Developing skills and techniques for live performance end of unit.</p> <p>Topics and skills:</p> <p>Demonstrate understanding through a presentation showing knowledge and understanding of the roles and skills of a performer with reference to examples of disciplines, such as acting, dance and singing.</p> <p>Develop performance skills and techniques for live performance through studio rehearsal of set dances in various styles.</p> <p>Apply performance skills and techniques in selected styles.</p> <p>Review and reflect on development of skills and techniques for live performance in a final evaluation.</p> <p><u>Has links to:</u></p> <p>GCSE dance theory analysis tasks and practical development tasks</p> <p><u>Year 2:</u></p> <p>Unit 21: Improvisation</p> <p>Topics and skills:</p> <p>Understand the key features of improvisation for performance.</p> <p>Develop skills and techniques in improvisation for performance.</p> <p>Apply skills and techniques in improvisation to a performance.</p> <p>Review personal development and own performance.</p>	<p><u>Year 1</u></p> <p>Unit 3: Group Performance Workshop</p> <p>Topics and skills:</p> <p>Develop and realise creative ideas for a group performance in response to stimulus</p> <p>Understand how to interpret and respond to stimulus for a group performance</p> <p>Apply personal management and collaborative skills to a group performance workshop process.</p> <p>Apply performance skills to communicate creative intentions during performance workshop</p> <p>Review and reflect on the effectiveness of the working process and the workshop performance</p> <p><u>Has links to:</u></p> <p>GCSE dance choreography tasks.</p> <p><u>Year 2:</u></p> <p>Unit 21: Improvisation continued...</p> <p>Topics and skills:</p> <p>Understand the key features of improvisation for performance.</p> <p>Develop skills and techniques in improvisation for performance.</p> <p>Apply skills and techniques in improvisation to a performance.</p> <p>Review personal development and own performance.</p>	<p><u>Year 1</u></p> <p>Unit 3: Group Performance Workshop continued...</p> <p>Topics and skills:</p> <p>Develop and realise creative ideas for a group performance in response to stimulus</p> <p>Understand how to interpret and respond to stimulus for a group performance</p> <p>Apply personal management and collaborative skills to a group performance workshop process.</p> <p>Apply performance skills to communicate creative intentions during performance workshop</p> <p>Review and reflect on the effectiveness of the working process and the workshop performance</p> <p><u>Has links to:</u></p> <p>GCSE dance choreography tasks.</p> <p><u>Year 2:</u></p> <p>Unit 21: Improvisation end of unit.</p> <p>Topics and skills:</p> <p>Understand the key features of improvisation for performance.</p> <p>Develop skills and techniques in improvisation for performance.</p> <p>Apply skills and techniques in improvisation to a performance.</p> <p>Review personal development and own performance.</p>	<p><u>Year 1</u></p> <p>Unit 3: Group Performance Workshop end of unit.</p> <p>Topics and skills:</p> <p>Develop and realise creative ideas for a group performance in response to stimulus</p> <p>Understand how to interpret and respond to stimulus for a group performance</p> <p>Apply personal management and collaborative skills to a group performance workshop process.</p> <p>Apply performance skills to communicate creative intentions during performance workshop</p> <p>Review and reflect on the effectiveness of the working process and the workshop performance</p> <p><u>Has links to:</u></p> <p>GCSE dance choreography tasks.</p> <p>End of course</p>
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	<p>Critically analyse performance and production repertoire work, making connections to a given theme</p> <p>Communicate independent judgements.</p> <p>Has links to:</p> <p>GCSE dance theory analysis tasks.</p>	<p>Critically analyse performance and production repertoire work, making connections to a given theme</p> <p>Communicate independent judgements.</p> <p>Has links to:</p> <p>GCSE dance theory analysis tasks.</p>	<p>Has links to:</p> <p>GCSE Dance generating movement for choreography.</p>	<p>Has links to:</p> <p>GCSE Dance generating movement for choreography.</p>	<p>Has links to:</p> <p>GCSE Dance generating movement for choreography.</p>	
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