

# Department: Performing Arts - Dance

## Curriculum Sequencing



Our intent is to develop the physical confidence and creativity of our pupils, and for them to gain a deeper cultural understanding within and beyond the art form of Dance.

Through careful sequencing of the Dance curriculum, we ensure that the three key pillars of dance; performance, choreography, and appreciation are consistently explored and revisited. Furthermore, SMSC (spiritual, moral, social, and cultural) development is deep rooted within the Dance curriculum. Shown below are colour coded links to each area, as they spiral throughout the curriculum at KS3.

### Dance Strands

Performance  
Choreography  
Appreciation  
SMSC

#### 8.6- Dancing through the decades

BQ: How has dance evolved over time?

Pupils explore dance styles that were popular beginning in the 1920's, up to present day. Pupils develop knowledge of the history and the stylistic qualities of each style. They learn popular movement phrases from each style, applying performance skills, and work in groups to complete short creative tasks in each style.

#### 8.4- Acro and Parkour

BQ: How can we keep ourselves and others safe whilst dancing?

Pupils explore acrobatics and parkour, developing their physical skills. Pupils focus on what keeps themselves and others safe during dance, and give self and peer feedback to develop the work.

#### 8.1 - Street Dance

BQ: Has street dance forgotten its roots?

Pupils explore a range of street dance styles, developing their knowledge and celebrating the communities who founded the styles. Pupils make links between the circumstances in which each style was developed, and the stylistic qualities that developed as an outcome. They work collaboratively on choreography tasks and develop their performance skills relevant to each style.

#### 7.4 - Musical Theatre

BQ: Can dance influence our emotions?

Pupils develop their knowledge of the genre of musical theatre. They explore a range of existing musicals, learning about the background and storyline of the musical. Pupils continue to develop their application of performance skills in order to play characters and show emotion. They develop their use of props, and use them as a stimulus for choreography.

#### 7.2 - Matthew Bourne's Nutcracker!

BQ: How can we use dance to tell a story?

Pupils explore the work of a professional choreographer. They recreate professional repertoire, using Bourne's choreographic approach in their own work, and begin to explore how performance skills aid in telling story through dance.

## Year 7, Year 8

8.5- Responding to a stimulus and choreographic techniques.

BQ: What techniques can we use to make choreography more interesting?

Pupils develop their knowledge and experience of choreography from throughout Year 7 and 8. Pupils introduced to a range of tools, for example, Merce Cunningham's chance method. This ensures choreography is more sophisticated and develops their creativity of their work. Pupils develop their communication and collaborative skills through group work.

8.2&3 - Jazz and Contemporary dance

BQ: Are some performance skills more important than others?

Pupils explore the styles of contemporary and jazz whilst developing their application of physical and interpretive skills. Pupils use their knowledge and experience to debate which skills are the most important for a performer, and more specifically, a contemporary or a jazz performer. Pupils complete short choreography tasks to solidify their knowledge of the stylistic qualities of each style.

7.5 - Responding to a stimulus

BQ: What is a stimulus and how can we respond?

Pupils work collaboratively to choreograph work based on a stimulus (piece of writing, picture, piece of art, prop, idea). Pupils will have scaffolds in place which will help them generate and solidify ideas for their work. Pupils are beginning to create longer phrases of movement independently.

7.3- Dance styles from around the world

BQ: Does history and culture influence dance?

Pupils explore a range of dance styles, celebrating different cultures from around the globe. Pupils use their knowledge of ASDR to identify and apply stylistic qualities of each style. Pupils begin to link the history and culture of each style, to how this is presented in the stylistic qualities. Pupils continue to work collaboratively with peers and they're exposed to short choreography tasks relevant to each style.

7.1 - Actions, Space, Dynamics, Relationships

BQ: What is Dance?

Pupils develop their understanding of the fundamental elements of dance. Pupils build their physical confidence through performance, and complete choreography tasks working collaboratively with their peers. Knowledge of ASDR allows pupils to identify stylistic qualities, and provides them with tools to choreograph for future schemes.

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### Year 9

#### Dance Strands

Performance

Choreography

Appreciation

SMSC

#### 9.8- Social Dance

BQ: How is dance shared amongst others?

Pupils explore different types of dance which developed socially. They analyse the similarities and differences between social dance forms in the early 1900's all the way up to present day. They complete activities to share dance for themselves.

#### 9.5 & 9.6- Commercial dance for camera & site specific.

BQ: Can performance escape the confines of a theatre?

Pupils explore how dance may be used to sell a product. Pupils are given industry roles, and Pupils use their knowledge of ASDR to identify and apply stylistic qualities of each style. Pupils begin to link the history and culture of each style, to how this is presented in the stylistic qualities. Pupils continue to work collaboratively with peers and they're exposed to short choreography tasks relevant to each style.

#### 9.2 & 9.3 "Conflict" duets and trios and group lifts

BQ: What are the safety techniques for successful contact work?

Pupils explore dance relationships in more depth. They begin by watching and producing work inspired by the dance work *Swansong* by Christopher Bruce. Pupils choreograph work and use performance skills to show character and an imbalance of power in their duets and trios. Pupils then use their knowledge and skills developed to produce more challenging group lifts. Pupils focus on safety, trust and team work.

#### 9.7- A Linha Curva

BQ: Can dance have personality?

Pupils explore the professional work *A Linha Curva* by Itzik Galili, understanding the theme style, and culture of the dance piece. Pupils develop knowledge on Galili's choreographic approach, and recreate it themselves in order to make dance phrases.

#### 9.4 - Percussion theatre

BQ: How strong is the dance-music link?

Inspired by professional percussion theatre company STOMP, pupils marry percussion and movement. Pupils learn some set phrases, and then use every day objects to create work in groups. In terms of performance, pupils really develop their rhythm and timing. Pupils continue to work collaboratively, developing their communication and team work skills.

#### 9.1 - Diversity- Black Lives Matter

BQ: Can dance send a message?

Pupils explore the "Black Lives Matter" piece by Diversity. Pupils learn about the events leading up to this piece and identify ways in which the dance was used as a form of peaceful protest. Pupils choreograph using props, reproduce repertoire, and create movement phrases which send a message. Pupils continue to develop their performance skills and their communication skills through collaboration.

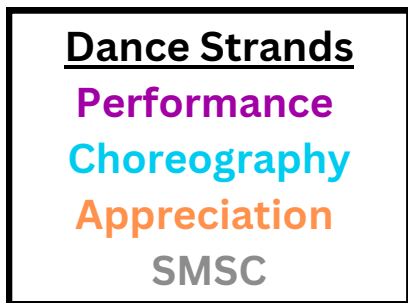
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### Component 3- Responding to a Brief

Learners are given the opportunity to work as part of a group to contribute to a workshop performance in response to a brief and stimulus.

In this component, pupils have the opportunity to respond to a brief. Pupils are given a brief that outlines the performance requirements, asking them to consider target audience, and to start the creative process by using the stimulus included in the brief. Working as part of a group, pupils develop ideas for a workshop performance and apply skills and techniques to communicate creative intentions to the audience. The performance skills used vary depending on features such as the selected

### Component 2- Developing Skills and Techniques in the Performing Arts

Learners develop their performing arts skills and techniques through the reproduction of dance repertoire.

Working as a performer requires the application of skills, techniques and practices that enable pupils to produce and interpret performance work. Pupils develop skills necessary to communicate intentions to an audience through dance. Pupils take part in workshops and classes where they develop technical, practical and interpretative skills through the rehearsal and performance process. During this phase, learners work with an external professional choreographer in preparation for performance to a live audience, which allows their skills to develop further. Pupils then work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. Throughout their development, pupils review their own progress and consider how to make improvements. Developing performance skills and techniques enables pupils to consider their aptitude and enjoyment for performing arts, helping them to make informed decisions about what they study in the future. This component helps pupils to progress to Level 3 qualifications in performing arts which looks at skills and techniques in more detail. This component has many transferable qualities, for example communication skills and teamwork, which are valuable whatever they decide to do.

## Key Stage Four

### Component 3- Responding to a Brief Continued

performance discipline and the content of the work, venue and target audience. The group performance may involve some solo or small-group work or it may be an ensemble piece. Pupils have the opportunity to inform the performance using existing or newly developed skills in performing and adapting them to suit the performance. This component helps with progression to Level 2 or 3 vocational or academic qualifications. It enables learners to develop transferable skills, such as communication and teamwork, which will help with progression to further study.

### Component 1- Exploring the Performing Arts

Pupils develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Pupils build a basis of knowledge around the performing arts industry, by exploring performance work and influences. The component helps to develop pupils' understanding of the requirements of being a performer across at least three performances and performance styles. They look at elements such as roles, responsibilities and the application of relevant skills and techniques. They explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. This broadens their knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material. This component gives pupils an understanding of professional performing arts work and the processes and practices that contribute to the creation of a range of performance styles. Pupils use a range of professional choreographic approaches to create dance work to be performed on tour to local primary schools in the form of a pantomime. Pupils use their knowledge of choreographic approaches to deliver workshops to the primary school children, sharing this within the community. They develop transferable skills, such as research and communication, which supports pupil progression to Level 2 or 3 vocational or academic qualifications.