



DANCE curriculum overview

Curriculum intent:

The KS3 Dance experience focuses on inspiring students to recognise that Dance can equip them with the skills to participate effectively in original work they can be proud of. With creativity is at its heart, the course aims to encourage students own individuality and group work through a variety of dance styles and stimuli.

GCSE Dance offers students the opportunity to explore Dance as a practical art form in which ideas and meaning are communicated to an audience through their own performance and choreography. Students will create, perform and respond to professional dance works informed by their theoretical knowledge of Dance and choreography. The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The core aim of the curriculum is to develop independent, creative thinkers who can work collaboratively.

In year 7 and 8 all students complete 2 half terms of Dance in single sex groups

Year 7	Rotation 1 Girls Contemporary – Motif and Development (Focus: Developing movement vocabulary and skill What is a motif? What are choreographic devises and how can they be applied?)	Rotations 1 Boys Contemporary – Motif and Development (Focus: Developing movement vocabulary and skill What is a motif? What are choreographic devises and how can they be applied?)	Rotation 2 – Girls Lindy Hop (Focus: Developing performance skills in a contrasting style of Dance. What are the key Lindy Hop actions? What are the stylistic qualities of Lindy Hop? Applying a range of choreographic devises to create a Lindy Hop routine	Rotation 2 – Boys Contemporary – Conflict duet (Focus: Developing movement vocabulary and skill. How can we use Action, Dynamics, Space and Relationships to portray an intention to the audience? Strong emphasis on tension and body language)
Year 8	Rotation 1 Girls Lindy Hop (Focus: Developing performance skills in a contrasting style of Dance. What are the key Lindy Hop actions? What are the stylistic qualities of Lindy Hop? Applying a range of choreographic devises to create a Lindy Hop routine	Rotations 1 Boys Contemporary – Theme based (Focus: Developing movement vocabulary and introducing contact work How can we use Action, Dynamics, Space and Relationships to portray an intention to the audience?	Rotation 2 Girls Street Dance – (Focus: Developing performance skills in a contrasting style of Dance. What are the stylistic qualities of street dance? Applying a range of choreographic devises to develop a taught motif)	Rotation 2 Boys Street Dance – (Focus: Developing performance skills in a contrasting style of Dance. What are the stylistic qualities of street dance? Applying a range of choreographic devises to develop a taught motif)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Contemporary – Motif and Development (Focus – Developing movement vocabulary with strong emphasis on Physical, Technical Mental and Expressive Skills)	Contemporary – Motif and Development cont. (Focus – Developing choreographic skills applying a range of choreographic devises to structure a piece)	Street Dance – ‘Emancipation of Expressionism’ (Focus: Using professional work ‘Emancipation of Expressionism’ as a stimulus for movement vocabulary and choreography)	Choreography skills – ‘Shadows’ Using a stimuli (Focus: Using professional work ‘Shadows’ by Christopher Bruce as a stimulus for own group choreography)	Contemporary performance piece (Focus – Acquiring an developing the skills to perform taught movement vocabulary with strong emphasis on Physical, Technical and Expressive Skills)	Choreography skills – (Focus: Using an image as a stimulus to create own motifs. Apply a range of choreographic devises to develop own motifs and structure to create own group piece
Year 10	P1 Set Phrase – Performance (Focus – Performance Strong emphasis on Physical, Technical Mental and Expressive Skills)	Contemporary – Motif and Development. (Focus – Developing choreographic skills applying a range of choreographic devises under the 4 main areas of A/D/S/R to develop 3 taught motifs)	P2 Group Dance/Trio – Performance (Focus – Performance Strong emphasis on Physical, Technical and Expressive Skills)	P2 Group Dance/Trio – Performance (Focus – Performance Strong emphasis on Physical, Technical and Expressive Skills)	P1 Set Phrase - Performance (Focus – Performance Strong emphasis on Physical, Technical and Expressive Skills)	Choreography workshops in preparation for individual choreography assignments (Focus: Use a variety of stimuli as a starting point for choreography Ability to use ADSR and a range of choreographic devises to portray an intention from a given stimuli)
	Theory – Focus: Recap Action, Dynamics, Space and Relationships Physical, Technical Mental and Expressive Skills	Theory – Focus: The purpose of rehearsal, safe practice, mental skills and attributes – linked to Set Phrases learning in practical lessons	Theory – Focus: Professional work ‘Shadows’ by Christopher Bruce ADSR, choreographic intention, costume, set, lighting, aural setting, props et and how they portray the choreographic intention of the work	Theory – Focus: Professional work ‘A Linha Curva’ by Itzik Galili ADSR, choreographic intention, costume, set, lighting, aural setting, props et and how they portray the choreographic intention of the work	Theory – Focus: Professional work ‘Within her Eyes’ choreographed by James Cousins ADSR, choreographic intention, costume, set, lighting, aural setting, props et and how they portray the choreographic intention of the work	Theory – Focus: Professional work ‘Infra choreographed by Wayne McGregor’ ADSR, choreographic intention, costume, set, lighting, aural setting, props et and how they portray the choreographic intention of the work
Year 11	P1 Set Phrase and Group Dance/Trio – Performance Recap, refine ad video record for GCSE exam	C1 Choreography Respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either: a solo dance or a group dance for two to	C1 Choreography Respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either: a solo dance or a group dance for two to	C1 Choreography Respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either: a solo dance or a group dance for two	Theory revision for GCSE written paper	N/A

		five dancers. That communicates their own chosen choreographic intention.	five dancers. That communicates their own chosen choreographic intention.	to five dancers. That communicates their own chosen choreographic intention.		
	Theory – Revisit 4 professional works studied	Theory – Focus: Professional work ‘Emancipation of Expressionism’ by Kenrick Sandy ADSR, choreographic intention, costume, set, lighting, aural setting, props et and how they portray the choreographic intention of the work	Theory – Focus: Professional work ‘Artificial Things’ choreographed by Lucy Bennett ADSR, choreographic intention, costume, set, lighting, aural setting, props et and how they portray the choreographic intention of the work	Theory – Focus: Revisit Choreographic skills, structure and form covered in practical lessons Recap all 6 Professional works covered	Theory – Recap and revision – all aspects of theory in preparation for GCSE written paper in June.	N/A

Updated November 2019