



# Dance Curriculum

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## **Overview**

The Dance department strive to develop student's creative, technical and performance skills through enjoyable fast paced dynamic lessons. The subjects chosen are derived to engage and instantly interest students by using current performance artists as examples and set works that inspire students to develop their own material. We encourage students to push their physical capabilities and create original responses in order to develop as a performer and choreographer.

## **Key Stage 3**

These units of work are embedded within the PE curriculum, these aim to help the students identify the knowledge, skills and understanding of basic body components and choreography. These units of work are based around the three strands of the dancer's art model performance, composition and appreciation.

### ***Year 7 Boys and Girls***

Within year 7 pupils will explore common features of cartoons such as the suspension of reality, the indestructible nature of characters and how good always triumphs over bad. The theme is accessible, fun and will instantly engage pupils. The unit focuses on developing and refining technical skills and learning a variety of whole body actions. There is an element of focus on characterisation and extreme dynamic contrast which will help to develop pupil's expressive performance skills. Choreographically, pupils will have the opportunity to become creative using the stimuli supplied. As pupils progress through the unit they will develop the ability to structure a simple trio, and communicate a dance idea through movement.

### ***Year 8 Girls***

Year 8 girls investigate their unit Dance styles. The styles the students explore ranges from Jazz, ballet, contemporary to hip-hop, Latin and jive. The students enjoy learning the technical elements of each different style and at the end of the unit can chose which style they are assessed in. The students work on the performance skills, commitment, energy, balance, extension and focus throughout this unit of work. The students work on choreographic skills using choreographic devices such as repetition, canon and fragmentation.

### ***Year 8 Boys***

Year 8 boys learn to 'Dance like Diversity', investigating the urban style of dance throughout the term. Students will learn hip hop instigating skills such as ticking, locking, freezing and popping. Students will use choreographic devices such as canon, unison and repetition. Students will learn to adapt movement, change pathways and create formations. The students work on the performance skills, commitment, energy, balance, extension and focus throughout this unit of work.



### **Year 9 Girls**

Year 9 girls complete a technical study which helps to prepare them technically for the option of choosing GCSE Dance. The students learn challenging set material based on the professional work 'Vespers'-Ulyssis Dove which investigates the use of a prop as a stimulus for choreography. The repertoire that the students learn investigates many of the characteristics of contemporary dance. The students work on choreography that is more advanced, looking at linking duets into group material. The students change pathways, change formations, fragment material, retrograde material and create new material in the style of the set work. Within students double lessons they will receive one lesson of technique. These sessions look at balance, co-ordination, control, extension and the basic components of contemporary dance. Students who are keen to take GCSE dance are invited to GCSE technique class on Thursday evenings after school.

### **Year 9 Boys**

Year 9 boys complete a unit of work based on 'Free running' within this unit the students work on their physical strength and control throughout. The students incorporate elements of dance, with break dancing and free running to create collaborative group choreography. The students will investigate the use of a prop, a bench, vault or other relevant gym equipment and work on seamlessly integrating this into their performance. Through rehearsal and performance the students work on balance, co-ordination, control, extension and the basic components of contemporary dance. Students who are keen to take GCSE dance are invited to GCSE technique class on Thursday evenings after school.

### **Key Stage 4**

GCSE dance is an optional subject in Years 10 and 11. We follow the 'AQA' GCSE Dance specification. This has four units that cover a range of topics from choreography, performance and appreciation. This specification focuses on the aesthetic and artistic qualities of dance and the use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and critical appreciation.

The holistic study of selected professional dance works provides the context for learning through performance, choreography and critical appreciation and enables candidates to experience different cultural influences and styles of dance. The study of professional works also enables candidates to develop a broad vocabulary and enrich their own artistic achievement. The practical emphasis of 80% will enable candidates to actively and physically demonstrate their knowledge and experience in all three roles. The balance between performance and choreography is equally weighted at 40% each.

<b>Unit 1 :</b>	<b>Critical Appreciation of Dance</b>
	Written Paper: 1 hour
	50 marks: 20%
<b>Unit 2 :</b>	Practical Examination
	<b>Impulse:</b> Choreographed by AQA examination board
	<b>Find it:</b> Choreographed by AQA examination board
	Solo Performance: 1–1½ minutes
	30 marks: 20%
<b>Unit 3 :</b>	<b>Performance in a duo/group dance</b>
	3 – 3½ minutes
	Controlled Assessment
	30 marks: 20%



**Unit 4 :**

**4A**  
Solo Composition: 1–1½ minutes  
20 marks: 15%

**4B**  
Choreography – solo/duo/group  
(Solo: 1½ – 2 minutes; duo/group: 2½ – 3 minutes)  
40 marks: 25%

**Unit total: 60 marks: 40%**

**Subject Leader: Miss Megan Kennedy**

**Dance Teacher: Miss Lintern-Goodall**

**Department Website: <http://dance.stwilfrids.com/>**