



# Dance

## Aims:

- To create and perform imaginative original Dance work based on given themes/topics/stimuli
- To develop practical skills as a Dancer
- To reflect upon rehearsal and performance and offer clear direction for the improvement of work
- To work effectively as a member of a team, shaping work as a Choreographer whilst providing support to others

## Content:

This pathway is not exclusive to just those students who have danced before, therefore this course is accessible to all abilities. All students will develop their physical, expressive and performance skills through learning different choreographic processes and exploring the repertory of professional artists.

## Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	<u>Choreographic skills</u> Introduction to the use of motif and motif development, choreographic devices and the principles of structuring a piece of original work created by the student. Students will predominantly work in groups but will also produce some solo choreography.	Process: Choreographing original work from a given stimulus. Performing: Performing the work created Reflection: Evaluating how effectively choreography communicates Dance idea.
	Term 2	<u>Performance skills</u> Introduction to the physical, expressive and performance skills required to develop as a dancer. Students will explore the work of a range of different practitioners in a range of different styles, including contemporary, hip hop and musical theatre.	Process: Understanding and applying a range of different rehearsal strategies. Performing: Applying specific skills required to perform different styles of Dance and accurate reproduction of repertory material. Reflection: Evaluate how effectively skills have been used within the specific styles.
	Term 3	<u>Industry based assignment.</u> Students will be given a vocational scenario that may exist in the professional world of Dance. In groups they will draw from their learning of choreographic skills and performance skills to produce a complete performance piece that will be performed to a live invited audience. The performance will be choreographed by the students, but may take influence and ideas from the work of professional artists. Students will keep a detailed choreographic and rehearsal diary to submit alongside the practical performance and complete a detailed reflection of the process and final performance.	Process: Choreograph and bring to performance an original piece of work. Written log to be completed alongside. Performing: Perform an original piece to a live audience. Reflection: Evaluate effectiveness of the process and final performance and set targets in preparation for level 2 study.

## Assessment:



Every unit of work will be assessed in 3 ways; Process, Performing and Reflection. Process includes the development of ideas, being creative and imaginative, leadership of others, ability to work as part of a team. Performing includes being a dancer, choreographer and performer. Reflection includes reflection of work, refining and developing work and consideration of how to work more effectively as a team.

### Extended Learning:

Year 9 Drama students will be expected to rehearse all practical work independently outside of lesson time. Extended learning may also include watching a recorded piece of live theatre and analysing the performance.

### Connection to the JTFS Approach

Whole School Theme	How does Dance support this?
STRIPE	<p>Self-manager: By taking responsibility for themselves during group work and through the creating of their practical performance.</p> <p>Team player/participator: By working cooperatively with others when creating work.</p> <p>Reflective and resilient: By offering ideas for the development of their work and making suggestions about how work could be improved.</p> <p>Innovate and create: By exploring a range of ideas whilst experimenting with Choreographic devices</p> <p>Enquirer: By completing research to support the development of work.</p>
STEAM	<p>Students will utilise the vast array of technology available to support development in Dance both inside and outside of the classroom. The use of lighting and sound will be explored to enhance practical work, with students being given increasing responsibility for making appropriate choices throughout the year. Students will also utilise the wealth of material available on YouTube and other media platforms to aid understanding of key learning aims and to help them develop their own skills as performers. Students will also record their work and use video analysis to help them develop their reflective skills.</p>
Literacy	<p>Development of literacy will be primarily focused on oral literacy. Exploration of the use of language and practical realisation of language devices to aid understanding of key topics, different opinions and internal thoughts of characters. Students will also work from text to create work. This will require students to decipher meaning from the language provided in order to create practical work. Students will also complete some written work to reinforce their understanding of key Dance vocabulary.</p>
Numeracy	<p>The key aspects of numeracy that will be used in Dance are time, timing, rhythm and scale. Students will be expected to manage their own rehearsal time, which will mean they have to keep focussed on how much time is remaining in order to fully complete tasks set. Scale will be used by considering how a performance can be increased or decreased in size and the impact that this might have for an audience.</p>
SMSC, British Values and Citizenship	<p>Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Dance work based on a wide variety of subject matters and stimuli. Throughout the exploration of a range of characters and roles, all students will develop their understanding and perspective why people in society act and see things.</p>