

Dance – Key Stage 3

SUBJECT INTENT

The dance curriculum at Rodillian Academy is designed to develop pupils' creativity, self-confidence, artistic appreciation, cultural understanding, social skills, teamwork, communication and self-awareness. All pupils have an opportunity to perform, choreograph and critically appreciate the work of professional dance practitioners and their own work.

Throughout the curriculum our intent is to promote pupils being both creative and confident. We encourage individuality in their styles and provide opportunities to work both independently and as part of a larger group. Whilst lessons are structured and choreography is teacher led, we also provide many opportunities for pupils to be autonomous and create their own choreography.

The dance curriculum at Rodillian Academy has the ability to inspire a creative mind that is curious and open to new experiences. We believe that channelling pupil creativity is vital to them discovering their own voice and place in the world. Dance is instrumental in helping build skills and experiences that will serve them for the rest of their life. Our overall intent is to promote innovation and new ways of thinking to enhance a pupil's holistic educational experience. The dance curriculum is fully inclusive, enabling all pupils to access the knowledge and skills regardless of their starting points and barriers to learning.

| Term | Year 8 | | | Year 9 | | |
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| | Topic | Knowledge | Skills | Topic | Knowledge | Skills |
| Term 1 | Musical Theatre | History of Musical Theatre and how it informs contemporary film making. | Choreographic: Unison, Canon, Formation, Repetition, Level, Direction, Mirror. | Dance Company | Understand that performance relies on practical, critical evaluation and reflection. | The physical, technical and expressive skills required for choreography. |
| | Focus: Theme, Character and use of prop. | How a story can be told through a musical. Developing ability to appreciate and analyse professional dance work. | Physical: Posture, strength, co-ordination, control, spatial awareness, balance, strength, extension, alignment and flexibility. Expressive: Timing, Focus, Musicality, dynamics, projection, energy, expression, quality and emphasis. | Focus: Performing to an Audience. | Understand the dance style and the chosen practitioner. Understand and implement choreographic Devices. Understand the intention of the narrative. Understand the principles of musicality. | Rehearsal Skills How to prepare and finalise a performance ready for an audience. Reflect and evaluate own progress Choreographic: Unison, Canon, Accumulation, Theme and Variation, Climax. Mental: Remembering sequences. Application of feedback. |

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| | | | Mental: Remembering sequences. Application of feedback | | | |
| Term 2 | STREET DANCE Introduction to Street dance Focus: Diversity BLM | History of Street Dance, where it originated, who created the dance form. Where it fits in society. To know what a stimulus is and how it can be used to create a dance piece. Build on the learning and exploration of professional repertoire and forming critical views. | Choreographic: Unison, Canon, Formation, Repetition, Level, Direction, Mirror, Dynamics. Physical: Accuracy, co-ordination, control, Precision, spatial awareness, balance, strength, extension, Posture, alignment and flexibility. Expressive: Timing, Focus, Fluency, Musicality, dynamics, projection, energy, expression, quality and emphasis. Mental: Remembering sequences, Application of feedback. | Jazz Dance Focus: Bob Fosse, Jerome Robbins | Develop knowledge and understanding of Jazz Dance. Understand the stylistic features of Bob Fosse. Identifying strengths and areas for development, setting clear targets for development. Relevant terminology to the style being studied. | The physical, technical and expressive skills required for Jazz Dance. Isolation, Body rolls, jazz walks/kicks, Syncopation, Turns, Leaps. Responding to feedback from teachers/peers. Mental: Remembering sequences. Application of feedback. |
| Term 3 | Contemporary Dance Focus: Different types of stimuli: <ul style="list-style-type: none"> Imagery Music Text Tactile | Understand how to respond to a stimulus. How action, space, relationship, and dynamic content support the choreographic intent. Subject specific terminology. | Choreographic: Unison, Canon, Repetition, Level, Direction, Mirror, Dynamics, Question and Answer. Physical: Posture, strength, co-ordination, control, spatial awareness, balance, | Choreography Focus: Experience the life of a choreographer | Understanding and demonstrating different methods of choreographing such as use of choreographic devices, theme and stimulus, chance methods, Improvisation, Form and structure. | Posture, Alignment, Core strength, Flexibility Contraction and release, Use of turnout and parallel, Extension, Accuracy of Movement, Memory movement. Choreographic skills. Group working, Decision making Organisation and rehearsal techniques, Leadership. |

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| | | | <p>strength, extension, alignment and flexibility.</p> <p>Expressive: Timing, Focus, Fluency, Musicality, dynamics, projection, energy, expression, quality and emphasis.</p> <p>Mental: Remembering sequences. Application of feedback.</p> | | <p>Understand how to respond to a stimulus Mind mapping, Class discussion, Researching Trial and error, Improvisation.</p> <p>Evaluate the development process and outcome in response to the stimulus and how it has been used to create the dance piece.</p> | Responding to feedback from teachers/peers. |
| | <p>Option</p> <p>Pupils move to 2nd Performing Arts Option.</p> <p>Focus: Music/Drama See PA Curriculum Map</p> | | | | | |

Dance – Key Stage 4

| Term | Year 10 | | | Year 11 | | |
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| | Topic | Knowledge | Skills | Topic | Knowledge | Skills |
| Term 1 | Component 1 -Exploring Practitioners work Musical Theatre <ul style="list-style-type: none"> Everybody's Talking About Jamie Chicago Hamilton | <p>To know how the roles, responsibilities and skills of professional repertoire work together to create a professional piece of work.</p> <p>Research and learn set repertoire from professional work, giving students the opportunity to work with a professional performer and further insight into the industry.</p> | <p>Physical Skills: Alignment, balance, coordination, accuracy, posture, extension, flexibility</p> <p>Vocal Skills: Clarity and articulation, projection, pitch, tone, phrasing, pace, use of pause, tuning, rhythm, musicality, inflection and modulation,</p> <p>Expressive Skills: Focus, projection, dynamic range, facial expression, energy, musicality</p> <p>Evaluate and review own progress.</p> <p>Communication skills Organisational skills</p> | <p><u>GCSE Dance Anthology</u> Set work: A Linha Curva Set work: Shadows Set work: Within Her Eyes</p> <p><u>Solo Performance</u> Set Study: Breathe</p> <p><u>Duet/trio performance</u></p> | <p>Three of the six professional dance works and interrelationships within the dance repertoire as guided by AQA through critical appreciation of the professional set works.</p> <p>The stylistic qualities within the six professional dance works through relationship, action, spatial and dynamic content.</p> <p>The social, historical, thematic and cultural concepts within the six professional dance works.</p> <p>Safe working practices Warming up. Cooling Down, Nutrition, Hydration.</p> | <p>The physical, technical and expressive skills required for choreography, performance and performance of the AQA set phrases.</p> <p>Learning and developing set repertoire for a performance piece based on a choreographic intent.</p> <p>Learning set sequences and motifs from the six professional works and understanding the physical, technical and expressive demands.</p> <p>Mental Skills: Movement Memory Commitment Concentration Confidence</p> <p>Description, evaluation and analysis of choreography, performance, processes and skills.</p> |
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| Component 2 - Developing Skills and techniques | Preparing for an audition | Selecting part of the professional works to rehearse and develop | Develop Skills in rehearsal and perform. | <u>GCSE Dance Anthology</u> Set work: Artificial Things Set Work: Infra Set Work: Emancipation of Expressionism | Three of the six professional dance works and interrelationships within the dance repertoire as guided by AQA through critical appreciation of the professional set works. | The physical, technical and expressive skills required for choreography, performance and performance of the AQA set phrases |
| | | | <i>Develop Physical Skills:</i> Alignment, balance, coordination, accuracy, posture, extension, flexibility <i>Develop Vocal Skills:</i> Clarity and articulation, projection, pitch, tone, phrasing, pace, use of pause, tuning, rhythm, musicality, inflection and modulation. <i>Develop Expressive Skills:</i> Focus, projection, dynamic range, facial expression, energy, musicality. | <u>Solo Performance</u> Set Study: Flux <u>Choreography</u> Responding to a stimulus. <u>Duet/trio performance.</u> | The stylistic qualities within the six professional dance works through relationship, action spacing and dynamic content. The physical, technical and expressive skills required for choreography, performance and performance of the AQA set phrases. | Learning and developing set repertoire for a performance piece based on a choreographic intent Learning set sequences and motifs from the six professional works and understanding the physical, technical and expressive demands. <i>Mental Skills:</i> Movement Memory Commitment Concentration Confidence Description, evaluation and analysis of choreography, performance, processes and skills. Teaching and guiding their dancers with choreographic ideas (if they are using other dancers). mixing (if applicable) music that supports their |

Term 3

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| | | | | | | choreography and performance piece. |
| | Unit 3- Performing to a brief External assessment | <p>Understand how to respond to a brief.</p> <p>Select and develop skills and techniques in response to a brief.</p> <p>Develop skills and techniques in response to a brief. Apply skills and techniques in a workshop performance in response to a brief. Evaluate the development process and outcome in response to a brief.</p> | <p>Evaluate the development process and outcome in response to a brief.</p> <p>Expand Physical Skills: Alignment, balance, coordination, accuracy, posture, extension, flexibility</p> <p>Expand Vocal Skills: Clarity and articulation, projection, pitch, tone, phrasing, pace, use of pause, tuning, rhythm, musicality, inflection and modulation,</p> <p>Expand Expressive Skills: Focus, projection, dynamic range, facial expression, energy, musicality.</p> | <p><u>Solo Performance</u> Flux/Shift.</p> <p><u>Choreography</u> Responding to a stimulus.</p> <p><u>Duet/trio performance.</u></p> | <p>Reviewing own knowledge and understanding of the six professional dance works, own work and the skills and processes required for dance.</p> <p>Evaluating the effectiveness of their own and others demonstrating of the AQA set phrases.</p> | <p>Expanding their range of physical, technical and expressive skills throughout exploration and development of ideas for choreography and performance.</p> <p>Teaching and guiding their dancers with choreographic ideas (if they are using other dancers).</p> <p>Description, evaluation and analysis of choreography, performance, processes and skills.</p> <p>Mixing (if applicable) music that supports their choreography and performance piece.</p> |