

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.

BTEC Level 1/2 Performing Arts (Dance)

Dance Key Pillars

Performance

Choreography

Appreciation

SMSC

9.2- Is dancing just about dance?

Pupils work collaboratively to create a music video which has been filmed and edited by themselves. Pupils are assigned a specific role which allows them to be successful but also challenges them (choreographer, assistant choreographer, dance captain, director, camera operator). Pupils explore the concept of site-specific work, meaning they choreograph and perform in locations which aren't the dance studio, increasing their creativity. This scheme has clear career links allowing pupils to consider their options moving forwards to their ambitions. This scheme develops knowledge of the commercial dance industry and allows encourages pupils to continue to develop their physical and interpretive skills.

8.3- Can choreography act as a time machine?

Pupils develop their choreographic ability in this scheme of learning. Pupils apply prior knowledge and choreography experience from previous schemes and build on this through the introduction of choreographic processes and choreographic devices. Pupils work collaboratively in order to produce a short piece of work. The choreography will take their audience on a journey through the past, present and future. Moments of history, current news headlines and views on the future all act as a stimulus to express meaning through movement. Each work will be performed to peers at the end of the scheme.

8.1- Has street dance forgotten its roots?

Pupils explore different dance styles under the street dance umbrella (hip-hop, breaking, voguing and waacking). Pupils develop knowledge on the history of each style and identify and apply stylistic qualities using ASDR. Pupils make links between the circumstances in which each style was developed, and the features that developed as an outcome. They work collaboratively on choreography tasks and develop their performance skills as they work towards a final performance in each style.

7.2- Does history and culture influence dance?

Pupils explore dance styles from around the world including African dance, the Haka, and Capoeira. 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, they're exposed to short choreography tasks relevant to each style, and they develop their performance skills through working towards a final performance.

9.3- Are you trapped by the brief?

Pupils are given a brief to create to (or stimulus). Pupils are given the tools to choreograph, for example structures and choreographic devices, but create a group piece of work that is entirely their own. Pupils have had experience of choreography in prior schemes (e.g. in "What is dance?" And in "Can choreography act as a time machine?") however, scaffolds will be slowly removed, developing pupils' independence. Pupils then consider whether a structured brief hinders creativity, or whether it facilitates a space for creativity to blossom. Pupils have the opportunity to reflect on their own choreographic process, and to watch and analyse their peers' work.

9.1- 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 message of "black lives matter" can be sent through dance. Pupils work in groups to choreograph phrases of movement to tell a narrative. They reproduce repertoire, and they develop their use of contact work. This links to skills they have developed so far (working collaboratively with peers, choreographing, learning teacher-led movement, applying performance skills) but the challenge increases because they are replicating professional repertoire.

8.2- Are some performance skills more important than others?

Pupils explore the styles of contemporary and jazz. Pupils develop their knowledge and their practical application of performance skills in the following categories: physical skills and interpretive skills. Pupils have been developing their application of such skills throughout Year 7 and the beginning of Year 8, however this scheme provides a real focus on these 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 are introduced to the chance method as a choreographic process and explore dance relationships aiding in their choreography.

7.3- 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 then explore different musical theatre numbers, learning about the context of the number within the show. Through the medium of musical theatre, performance skills (especially interpretive skills) are developed, and pupils begin to understand how if used effectively, they effect audience members, taking them on a journey and influencing their emotions.

7.1- What is dance?

Pupils develop their understanding of the fundamental elements of dance: actions, space, dynamics, and relationships (ASDR). Pupils build their physical confidence through performance, complete choreography tasks, and work collaboratively with their peers. Knowledge of ASDR allows pupils to identify stylistic qualities, provides them with tools to choreograph, and pupils are exposed to different ways in which they can enhance performance.