

Curriculum Design 2023-24

<i>DANCE</i>							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
9	Theme	Good Studio Practice and Urban Dance	Good Studio Practice and Urban Dance	Musical Theatre: Smooth Criminal/ High School Musical	Exploring Dance styles and genres: Technique and Performance	Ensemble Dance and Group Compositions/ Replicating Professional Repertoire	Ensemble Dance and Group Compositions/ Replicating Professional Repertoire
	Concept	Artistic practice, Intentions, ideas, emotions and communication	Implication of movement with sub-genres of social forms	Performances for different purposes/ narratives/ target audiences.	Cultural forms, influences and backgrounds of global styles.	Roles and responsibilities and practitioners.	Creating, exploring concepts, presenting as a dancer/ choreography.
	Skills Knowledge	Safe working practice, developing fitness, stamina, physical strength and mobility, developing movement vocabulary, expressive and stylistic qualities, appreciation of historical influences and contextual background. Understanding of roles and career opportunities with Dance, including artistic director, company member and researcher.	Safe working practice, developing fitness, stamina, physical strength and mobility, developing movement vocabulary, expressive and stylistic qualities, appreciation of historical influences and contextual background. Understanding of roles and career opportunities with Dance, including artistic director, company member and researcher.	Movement through characterisation, narrative dance, stylised actions and execution, exploration of approaches used by key practitioners, including Jack Cole and Bob Fosse, technical exercises to develop accurate translation of repertoire. Detailed exploration of movement components, as well as personalised technical approaches.	Developing technique and performance skills in lyrical contemporary and Hip-Hop styles, reproducing choreography with more advanced technical and interpretive skills, applying compositional sections to develop originality and individual interpretation. Appreciation of professional works, linked to practical work developed, including Boy Blue and Paris Cavanagh.	Exploring professional repertoire, (A Linha Curva), exploring and combining a range of styles to present hybrid forms in performance, rehearsal/ compositional approaches and methods used by key practitioners including Merce Cunningham, Martha Graham and Itzik Galili, appreciation of cultural forms of dance including Samba, Capoeira and Salsa. Developing group compositions based on the theme of Dreams Vs Nightmares.	Refining technical and stylistic qualities of professional repertoire. Exploring compositional approaches and methods to produce personalised performance outcomes. Exploring contact improvisation to use weight transference and physical support, building more advanced relationships and structures/ forms. Preparing compositional ideas in response to a set theme for a live audience. Selecting and synthesising production ideas with intentions and performance purpose.
	Wider Curriculum	Wellbeing Fitness, KS3 Dance Company	Contextual influences Broadening viewpoints, KS3 Dance Company, Christmas Showcase	Links to commercial industry, KS3 Dance Company, Phoenix Dance Platform	Social, political and social trends, linking to historical events/ attitudes/ epoch, KS3 Dance Company, Spring Showcase	Awareness of other societies and cultures/ global communities, KS3 Dance Company	Live performances to an invited, target audience, KS3 Dance Company, Arts week visiting professionals, Salt's Got Talent
10	Theme	Exploring Dance styles, qualities and techniques	Connection and Belonging	Contemporary technique in Horton and Graham	Repertoire exploring 'Unity'	Ideational Stimuli	Live performance for a target audience
	Concept	Component 1 Exploring the performing Arts through Dance.	Component 1: Interpreting the theme: 'Connection and Belonging'	Component 2: Developing Skills and Techniques	Component 2: Presenting Skills and Techniques	Component 3: Responding to a brief	Component 3: Applying performance ideas
	Skills Knowledge	Evaluating how professionals make dance from a stimulus. Exploration of rehearsal and compositional approaches. Examine live/ recorded performances, comparing and contrasting 3 different styles. Participate in workshops to explore and develop stylistic qualities and training approaches.	Analysis of components, influences, processes, purpose of target audience and performance outcomes. Working in role as a company member across different repertoire. Recalling and applying knowledge of key themes intentions and types of stimuli. Independent research of choreographic processes, roles, setting, movement components and collaborative working relationships.	Good Studio Practice and technical approaches and training methods in Contemporary style. Exploring, developing and applying stylistic qualities, physical and interpretive skills. Retrieving technique evolved from Graham and Horton technique to apply stylistic qualities and requirements with accuracy.	Disciplined, committed and independent rehearsal approaches. Self-management and direction. Identifying and applying movement terminology. Organisation of live performance and presenting physical and interpretive skills in Contemporary dance technique.	Recalling professional influences to inform personal choreographic process and methodology. Review of training approaches and technical execution. Selecting and organising formulated ideas based on set ideational stimuli.	Versatility through employing different roles and responsibilities to explore, develop, select and refine compositional ideas in collaboration with others, as well as independently. Collating, reviewing and analysing audience feedback, producing relevant targets to improve.
	Wider Curriculum	Careers within Performing Arts. Production/ Technical/ Design elements. KS4 Dance Company	Mental wellbeing, social needs, sense of community. KS4 Dance Company, Christmas Showcase	Vocational approach to working as part of a Dance company. KS4 Dance Company, Phoenix Dance Platform	Practical experience as a dance practitioner/ dancer in training. KS4 Dance Company, Spring Showcase	Independent research into broader contextual influences, both historically and present themes/ social attitudes. KS4 Dance Company	Live performances to an invited, target audience. KS4 Dance Company, Arts week visiting professionals, Salt's Got Talent

11	Theme	Revision of Technique, dance styles and performance skills/ Ensemble Dance	Ensemble Dance Performance	Ensemble Dance Performance / Live Performance: External Exam	Live Performance: External Exam	Live Performance: External Exam	(Additional Content for Potential Year 12 Pupils, completed in year 13 timetable block) Advanced technique and Performance skills- Preparation for Level 3
	Concept	Working as a dancer in training	Preparing for an audition	Collaborative approaches, producing adapted repertoire evidencing personalised outcomes.	Roles and responsibilities for performance work	Planning, developing and synthesising work for performance	Advanced technique, appreciation and exploration of contrasting repertoire.
	Skills Knowledge	Revisit technique and interpretive skills/ understanding of styles/ genres and dance forms from Year 10. Develop more advanced technical and interpretive skills, based on the principles of key practitioners, including Martha Graham, Lester Horton and Andrew Winghart. Learning set repertoire in contrasting Contemporary styles.	Developing and revising repertoire, motifs and stylistic technical requirements of a Linha Curva and Charge. Understanding movement intention, purpose and artistic aims. Workshops to develop fundamental qualities, techniques and rehearsal approaches used by professional choreographers. Motif and development methods to produce personalised interpretation of repertoire.	How to work in a team demonstrating leadership, compromise and problem-solving skills. Choreographic development using a range of devices, relationships and formations. Choreographic form and structure, application of knowledge in terms of arranging movement material effectively to communicate an intention/ purpose. Understanding different dance styles for performance purposes. Experience of roles and responsibilities in relation to Performing Arts industry, inclusive of choreographer, rehearsal director and designers. Interpretive skills to include characterisation/stage persona, ability to convey/communicate theme and intentions. Assessment of production and Health and Safety for Performance. Advanced planning to identify/ foresee potential hazards/ issues of a live performance. Problem-solving to establish and anticipate resolutions.	Description of personal aims in relation to the live performance including rigorous consideration of own image, repertoire and audience expectation. Propose ideas for a live group performance. accomplished abilities in working with others to plan and rehearse effectively for the performance. Identify strengths and areas for development. Work co-operatively with others showing leadership qualities to rehearse and perform a dance. Showing consistent technique in the chosen style accurately with very good musicality, co-ordination and spatial awareness. Developing and applying stylistic.	Developing complexity of movement and muscle memory. Experimenting with more intricate technical and performance skills such as balance, coordination and musicality. Developing independent research skills, using primary and secondary sources. Dance appreciation exploring a broad range of professional practitioners, performance works, as well as styles and genres, inclusive of Contemporary, Jazz and Global styles.	
	Wider Curriculum	Careers in the Performing Arts/ Dance industry, KS4 Dance Company	Employment processes within Dance, KS4 Dance Company, Christmas Showcase	Collaborative problem-solving, KS4 Dance Company, Phoenix Dance Platform	Leadership opportunities and training, KS4 Dance Company	Workshops with professional companies, KS4 Dance Company, Arts week visiting professionals, Salt's Got Talent	