

Dance Department Rationale

To inspire and motivate all students to develop their creative, physical, emotional and intellectual capacity, regardless of their previous experience in Dance.

National Curriculum Aims in PE KS3

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

YEAR 7	Content	Skills	Rationale
Block A	<p><u>DO IT!</u></p> <p>Students are taught a basic contemporary whole class dance which includes key choreographic concepts then in their small group work, they are expected to demonstrate their understanding of these concepts by applying them.</p> <p>Students complete a short written paper to assess their understanding of the theory behind the practical work.</p>	<p>Students use a simple movement language which is based on basic body actions and their own work is largely shape based.</p> <p>Students are introduced to basic compositional concepts and choreographic terminology, such as unison, canon, mirroring, question and answer, accumulation and formations.</p> <p>They are introduced to general dance theory, including the idea of describing and analysing movement through a brief written test.</p> <p>Students are required to listen attentively to instructions and work as a whole class group, then as a small group.</p>	<p>Group work in the whole class dance is an effective tool for allowing the class members to grow in confidence before they really know each other. The basic movement language helps to dispel the misconceptions of what the content of lessons will be and provides a comfortable learning environment for all students, including those who have no prior experience.</p> <p>The choreographic ideas are the building blocks which underpin the students' work throughout KS3, 4 & 5.</p>

<p>Block B, Part 1 (Oct - Xmas)</p>	<p><u>MATCH OF THE DAY</u></p> <p>Students are taught a sequence of movements, which is based on football actions, stylised to make dance. In small, mixed ability groups, they then add their own section to establish how to stylise the movement into the dance context.</p> <p>Students then extend the sequence using their own ideas in a similar way to the taught sequence.</p>	<p>Students understand how movement ideas can be abstracted from non dance activities, and generate movement from external sources.</p> <p>Students are required to learn and accurately perform a short but more complex sequence than that used in Block A.</p> <p>Some students will be asked to volunteer to lead the football based warm up.</p> <p>Students learn to apply the skill of developing non dance action into a dance.</p> <p>Students are required to work as part of a group.</p>	<p>The content of the movement language is designed to appeal to all students, again to dispel preconceived ideas as to what dance involves.</p> <p>The skill of learning movement sequences are key to dance performance at all levels. The accuracy of the movement is pertinent to the success of the dancer at any level.</p> <p>The choreographic element of this work forms the ground work for creating movement from an external stimulus which will be built upon throughout KS3, 4 & 5</p>
<p>Block B, part 2 (Jan- Feb)</p>	<p><u>MATCH OF THE DAY, DEVELOPMENT</u></p> <p>Students create and perform a small group dance using their extended sequence (from Block B, part 1) and apply the devices learnt in Block A.</p> <p>Students complete a short written paper to assess their understanding of the theory behind the practical work.</p>	<p>Students are expected to apply basic compositional concepts and become more familiar with choreographic terminology from Block A, such as unison, canon, mirroring, question and answer, accumulation and formations.</p> <p>The movement sequence is more complex than that used in Block A.</p> <p>Students are required to work as part of a group.</p> <p>Students are developing their understanding of general dance theory, including the idea of describing and analysing movement through a brief written test, which has more demanding content than that of Block A. This includes more extended writing and reflection on their own practical work.</p>	<p>Block B tasks are designed to continue building a foundation for the performance, compositional and analytical skills used throughout Dance at KS3&4.</p> <p>Students are learning longer and more complex movement sequences which will continue to increase in demand throughout KS3, in preparation for the demands of a foundation year 9 course (should the students choose this)</p>

<p>Block C, Part 1 (March - Easter)</p>	<p><u>CITY LIFE</u></p> <p>Students discuss and identify the people and things you would find in the city.</p> <p>From this, they learn three contrasting sequences and identify the different movement features.</p> <p>Students extend one chosen sequence as a small group.</p>	<p>Students are expected to show accuracy when performing the taught sequences, which are varying in their complexity.</p> <p>Students are also required to be very clear about the dynamics within the performance expressing the different types of people being portrayed.</p> <p>When extending a sequence, students further progress skills from Block B, regarding the development of dance from non dance activities, in this case, everyday actions. This also requires students to make group decisions.</p>	<p>The accuracy involved in the learning of the sequences is again a key and pertinent skill required by dancers at all stages of their development. This is particularly important on the GCSE Dance specification when learning set phrases.</p> <p>The skill of extending sequences enables students to creatively choreograph based on a specific stimulus which is a requirement of the GCSE Dance specification and is covered throughout all key stages as HHS.</p>
<p>Block C, part 2 (Easter - June)</p>	<p><u>CITY LIFE, DEVELOPMENT</u></p> <p>A differentiated task card is given which involves students using their extended sequence and the other two original length sequences, to create a short group dance based on City Life.</p> <p>Students complete a longer written paper to assess their understanding of the theory behind the practical work. This paper involves an increased amount of extended writing.</p>	<p>Tasks are designed to test students' group work skills and how they make collective decisions about how to approach tasks. They are expected to include a wide range of choreographic features within their work, including new concepts such as diminishing movement and counterpoint.</p> <p>Students are developing their understanding of general dance theory, including the idea of describing and analysing movement through a brief written test, which has more demanding content than that of Block B. This includes more extended writing and reflection on their own practical work. This longer paper will include multiple choice questions, short and extended writing answers on all of the year 7 content.</p>	<p>Choreographically, the work lends itself to a greater level of complexity, particularly for higher ability students, which in turn allows students to have a greater understanding of the expectations of them as choreographers, should they choose to continue their dance studies.</p> <p>The performance element requires a higher level of expressive skill which is key to strong performance work at all levels.</p>

<p>Enrichment (July)</p>	<p>MUSICAL THEATRE</p> <p>For two or three weeks, students learn a dance in a contrasting style which is a non assessed class dance, with potential for students to choreograph their own part if there is time.</p> <p>This is a dance based on a musical for example Grease, Oliver or Hairspray</p>	<p>Students appreciate the characteristics of the different style and have the opportunity to try moving in a different way.</p> <p>Students can have fun whilst working as a whole class on a lively and upbeat dance.</p> <p>This dance may enable more experienced theatrical dancers to lead some of the sections.</p>	<p>This completes the first year of dance. It does not feed directly into the progression of dance at KS4, however the choreography of the dance does reinforce that taught throughout the year.</p> <p>This work is engaging and fun at a time when students have just completed their Block C exams.</p>
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