

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 8	Content	Skills	Rationale
Block A	<p><u>SUPERHEROES</u></p> <p>Students are given video and picture stimulus of various superheroes.</p> <p>They learn a short sequence and perform this to establish the importance of dynamics in expressing a dance idea. In small groups, students are given a set of pictures and a selection of contact work ideas.</p> <p>In a fairly open task, students create a short dance based on Spider-Man which must include the images, some contact work and clear Spider-Man relevant dynamics.</p> <p>Students complete a short written paper to assess their understanding of the theory behind the practical work.</p>	<p>Students are taught how to incorporate safe contact work into their choreography. They learn to move with different dynamic qualities. They use prior choreographic experience to decide how to structure their dance.</p> <p>Students are required to listen attentively to instructions and work as a whole class group, then as a small group.</p> <p>Students continue to understand general dance theory, including the idea of describing and analysing movement through a short written test.</p>	<p>This work allows students to choreograph using specific external stimuli which is relevant to choreographic practices at all levels.</p> <p>Through contact work, students are encouraged to try new ideas and also physically trust their peers. They learn to take responsibility for themselves and for others, and the basic health and safety rules.</p>

<p>Block B, Part 1 (Oct - Xmas)</p>	<p><u>SWANSONG</u></p> <p>Students watch and interpret parts of Christopher Bruce's Swansong, which is their first experience of a professional contemporary dance.</p> <p>They begin to follow a series of tasks which will gradually build into a trio following the same style and choreographic intention as the professional work.</p>	<p>Students start to identify features of movement, describe, interpret and evaluate professional choreography.</p> <p>They create movement by following simple instructions. They are expected to remember movement between lessons.</p> <p>Students are required to perform expressively, portraying a specific character.</p> <p>Students are required to work as part of a trio, contributing ideas and making group decisions.</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>The study of a professional work leads into the study of the six anthology works at GCSE Dance, where students are required to describe, analyse and interpret features of the dances.</p>
<p>Block B, part 2 (Jan- Feb)</p>	<p><u>SWANSONG, DEVELOPMENT</u></p> <p>Students continue to build their trio section by section, by following a series of short tasks, until they have a finished trio which is then rehearsed and performed for assessment.</p> <p>Students complete a short written paper to assess their understanding of the theory behind the practical work.</p>	<p>Students are learning how to structure their dance to show a narrative structure. They perform expressively, incorporating drama skills to portray characters.</p> <p>Students have to recall their dances which can be up to two minutes long. This is the longest piece of work they create at KS3.</p> <p>Students are required to work as part of a trio, contributing ideas and making group decisions.</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 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>Trio work is required as part of the GCSE Dance course.</p>

<p>Block C, Part 1 (March - Easter)</p>	<p><u>CONTEMPORARY DANCE</u></p> <p>Students learn a technical contemporary dance sequence.</p> <p>Students extend the sequence as a small group of similar abilities, by adding new movement.</p>	<p>Students are expected to show accuracy when performing the taught sequence, which is technically demanding. Movement language is expanded, for example new types of elevations and floorwork, requiring more specific physical and mental skills. The movement sequencing is more challenging.</p>	<p>The accuracy involved in the learning of the sequences is again a 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>CONTEMPORARY DANCE, DEVELOPMENT</u></p> <p>A differentiated task card is given which involves students using their extended sequence to create a short group dance based in a contemporary dance style.</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 make decisions together about how to approach tasks. They are expected to aim to include an exceptional range of choreographic features within their work. Students should incorporate a wide range of choreographic skills in more sophisticated and complex ways than in previous work, for example, layering devices and using different devices simultaneously. Students are expected to perform with clear physical, technical, expressive and mental skills, including an excellent knowledge of their dance.</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 8 content.</p>	<p>The performance and development of the technical sequence is the pinnacle of the two years of study and should tie together all of their knowledge, skills and experience. This leads effectively on to tasks found in the year 9 course content.</p> <p>Students are always marked equally on choreography and performance, which comes to a total of 30, which is then added to their written mark out of 20, which totals 50. This reflects the 60/40% ratio of practical to written marks awarded at GCSE Dance. This forms their ongoing mark instead of their Key Piece mark in Block C.</p> <p>For Block C key piece, the school policy is for all students marks to be generated purely from written papers. For this reason, the students have two weeks of preparatory classroom lessons as revision.</p>

<p>Enrichment (July)</p>	<p><u>STREET DANCE</u></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 time allows.</p> <p>This is a dance based on a street dance or hip hop.</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 work may enable more experienced street dancers to lead parts of the dance.</p>	<p>This dance completes the second year of dance. It does loosely feed into the progression of dance at KS4, as it is stylistically similar to one of the GCSE Dance anthology works.</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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