

YEAR 9	Content	Skills	Rationale / Link to NC
<p>Block A Written (Sept-Oct)</p>	<p><b><u>SAFE WORKING PRACTICES</u></b></p> <p>This unit of work teaches students to approach their overall learning in dance with safety at the forefront of their minds.</p> <p>Students consider their clothing, the obstacles within the dance studio, their diet and lifestyles, safe execution of movement, an effective warm up and cool down, injury prevention and treatment.</p> <p>This theoretical learning is reinforced during the practical lesson.</p>	<p>Students develop the ability to identify what creates a safe working environment for students of dance. They are able to address those areas that require change. Students will develop a self-awareness of what is required of them, others and their studio, to prevent injury and other problems.</p> <p>Students learn how to apply this understanding to short answer exam style questions.</p>	<p>To develop an independent, responsible and ultimately safe working attitude in dance, that will continue onto their GCSE course.</p>
<p>Block A Practical (Sept-Oct)</p>	<p><b><u>KNOWLEDGE AND UNDERSTANDING FOR PERFORMANCE AND CHOREOGRAPHY</u></b></p> <p>The practical lessons introduce students to more advanced contemporary technique training and movement development. This work builds on the contemporary unit taught in Year 8, with a more advanced sequence experienced.</p> <p>The aim of this unit is to develop more advanced performance skills and the use of a more sophisticated response to movement development.</p> <p>This is group work focused.</p>	<p>Students develop the ability to execute technical skills of action, space, dynamics, relationships, timing and moving in a contemporary stylistic way through teacher taught phrases.</p> <p>Students learn to use a range of choreographic devices to develop movement sequences, such as motif development - including spatial, dynamic and relationship developments, repetition and contrast.</p> <p>They practise decision making for group work.</p> <p>Students will also respond to an abstract Kandinsky painting stimulus. This encourages students to create their own motifs, using more complex actions, use of space, dynamics and relationships, in response to the shapes, patterns and colours within the painting.</p>	<p>This short unit introduces students to many skills and experiences that are the foundation for the performance and choreography components on the GCSE Dance course. It enables students of all dance backgrounds and experiences to work together to explore a more advanced way of dance training over a double lesson. Students are experiencing responding to a given stimulus, as required for their choreography task at the end of the GCSE Dance course that they will soon follow.</p>

<p>Block B, Part 1 (Oct - Xmas) Written</p>	<p><b><u>KNOWLEDGE, UNDERSTANDING AND SKILLS FOR PERFORMANCE</u></b></p> <p>Students learn a range of performance skills, their definitions and their significance for effective dance performance. This is then reinforced during the practical lessons.</p>	<p>Students develop an ability to recall of a wide range of performance skills and their definitions and the ability to decipher between Physical, Expressive, Technical and Mental skills. Students understand the importance of these skills for effective performance with students also being able to explain how to improve these skills over time. They then apply this knowledge and understanding to short exam style questions.</p>	<p>This unit content provides a deeper level of understanding behind what makes an effective performer. The ability to identify a wide range of skills ultimately enhances their own performance, that of their peers and develops an appreciation of the performance of professional dancers within the professional works studied. The knowledge of how to improve each skill and an understanding of how it contributes, creates progress within their own performance.</p>
<p>Block B, Part 1 (Oct - Xmas) Practical</p>	<p><b><u>GROUP PERFORMANCE</u></b></p> <p>Students will learn and perform a group performance piece that incorporates a wide range of skills - physical, technical, expressive and mental. These will be identified during the learning and rehearsal process.</p>	<p>Students develop further understanding of performance skills - physical, technical, expressive, mental.</p>	<p>This provides students with the experience for the performance piece which will form part of the anticipated GCSE specification. They are able to continually review their skills and improve and will present their performance in the theatre as a formal assessment. This promotes a confident dancer. This also reinforces the theoretical understanding of performance skills.</p>
<p>Block B, part 2 (Jan-Feb) Written</p>	<p><b><u>KNOWLEDGE, UNDERSTANDING AND SKILLS FOR CHOREOGRAPHY</u></b></p> <p>The skills for choreography will be taught in isolation and then applied to answer questions based on a variety of hypothetical stimuli.</p>	<p>Students respond quickly and creatively to a stimulus such as a picture or set of words and establish a choreographic intention. Students create a hypothetical motif that uses action, space, dynamics. They understand the different dance relationships used for choreography, the use of choreographic devices, structure and form and practice the choreographic process. Students select relevant types of aural setting to link to the choreographic intention. This develops quick thinking and creativity.</p>	<p>This unit develops students' creative decision making as part of the choreography process.</p> <p>30% of the GCSE Dance course that students will follow in Years 10 and 11 will involve creating their own choreography in response to a stimulus.</p> <p>As part of the final written paper - Section A will test their understanding of choreography skills in response to a hypothetical stimulus.</p>

<p>Block B, part 2 (Jan-Feb) Practical</p>	<p><b><u>GROUP CHOREOGRAPHY</u></b></p> <p>Students will respond to a given stimulus to create their own choreographic intention.</p>	<p>Students develop understanding of choreographic process - researching, selecting, creating, refining in response to the stimulus. Students create motifs that encapsulate the idea. They use choreographic devices such as motif development. Students incorporate interesting use of action, space, dynamics and relationships to communicate the dance intention.</p>	<p>This task enables students to work together to make their own choices for their choreography. They begin to experience the choreographic process which is required for 30% of the course in Year 11. This task enables students to work together, developing their choreographic skills in preparation for their independent choreography at the end of the course.</p>
<p>Block C Mar-Jun Written</p>	<p><b><u>CRITICAL APPRECIATION OF PROFESSIONAL WORK</u></b></p> <p>1) A LINHA CURVA 2) EMANCIPATION OF EXPRESSIONISM</p> <p>Analysis of features of the works and how choreographic intent, stimulus and themes can be interpreted.</p>	<p>Students develop their ability to describe, analyse, interpret, evaluate and reflect on the works in response to short and extended answers. Areas of focus include - costume, lighting, aural setting and staging, choreographic content, choreographic approach and choreographic intention.</p>	<p>A Linha Curva is the most engaging of the 6 works studied during the GCSE course and therefore is a great work to study in Year 9 as a preliminary work. Emancipation of Expressionism is a Hip Hop style piece and is a progression from the street dance style covered at the end of Year 8.</p>
<p>Block C Mar-Jun Practical</p>	<p><b><u>EXPLORING MOVEMENT IN RELATION TO THE PROFESSIONAL WORKS</u></b></p> <p>1) A LINHA CURVA 2) EMANCIPATION OF EXPRESSIONISM</p> <p>Practical exploration of the choreographic content within the professional works studied in the theory lessons.</p>	<p>Students learn key movement phrases, motifs and choreographic devices that capture the dance style and/or choreographic intention.</p>	<p>A practical exploration of these works provides students with the experience of South American dance styles and progresses their experience of street dance from Year 8. This study provides a deeper understanding of the professional dance works, which is then transferred to the written element of the GCSE Dance course in Year 10.</p>
<p>July Written</p>	<p><b><u>FEEDBACK</u></b></p> <p>Feedback and close the gap on Block C paper</p>	<p>This enables students to consolidate their learning and correct any misunderstandings in topics covered over the year.</p>	<p>This paper contains questions in the style of the final GCSE Dance paper and therefore enables students to develop an awareness of the level of written communication required.</p>

## 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.

Enrichment Practical (July)	<b><u>SET PHRASE</u></b>  Students learn a short set phrase which they perform as a solo.	Students further their ability to learn set movement with accuracy and the appropriate style. They relate the skills to the criteria. Students develop confidence as a solo dancer.	This prepares students for learning two set phrases in year 10 which will become part of their assessment for GCSE Dance.
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## 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