

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 / Link to NC
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 to physically trust their peers. They learn to take responsibility for themselves and for others, and the basic health and safety rules.</p> <p>Students are 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.</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 end up being up to two minutes long. This is the longest piece of work they create in 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>Students are 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.</p>

<p>Block C, Part 1 (March - Easter)</p>	<p><u>DANCE STYLES</u></p> <p>Students learn a technical dance sequence in several different styles.</p>	<p>Students are expected to show accuracy when performing the taught sequence, which is technically demanding. Students are required to capture the nuance of a variety of styles within their performance.</p> <p>Students appreciate the characteristics of the different style and have the opportunity to try moving in a different way.</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, and some of the styles will be relevant to some content of the GCSE professional works studied.</p> <p>Teaching a variety of dance styles is a key requirement of the National Curriculum in Physical Education</p>
<p>Block C, part 2 (Easter - June)</p>	<p><u>DANCE STYLES (CONTINUED)</u></p> <p>Students continue to learn a technical dance sequence in several different styles.</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>Students learn four styles and then select one to rehearse and perform for assessment, either individually or in a group of up to four. Some students will be able to extend the sequence in the relevant style as an extension task.</p> <p>Students appreciate the characteristics of the different style and have the opportunity to try moving in a different way.</p> <p>Students are expected to perform with clear physical, technical, expressive and mental skills, including an excellent knowledge of the sequences.</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 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 placement of this unit within the KS3 curriculum enables students who aren't selecting GCSE dance to try out various new styles and enables us to sustain their engagement until the end of the year. Teaching a variety of dance styles is a key requirement of the National Curriculum in Physical Education</p> <p>Students are marked on performance, with a mark out of 30. 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 another 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 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 KS3 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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