

## 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 / Link to NC
Unit 1	<p><b><u>DO IT!</u></b></p> <p>Students are taught a basic contemporary whole class dance which includes key choreographic concepts. They are expected to demonstrate their understanding of these concepts by applying them to choreographic work in small groups.</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 built 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>Students are required to listen attentively to instructions and work as a whole class group, then as a small group.</p> <p>Students begin to understand general dance theory and key terminology, including the idea of describing and analysing movement through a short written test.</p>	<p>Group work in the whole class dance is an effective tool for allowing the class members to grow in confidence while they get to 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, which is most students.</p> <p>The choreographic ideas are the building blocks which underpin the students' work throughout KS3, 4 &amp; 5.</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>Unit 2 (Oct - Xmas)</p>	<p><b>OLIVER</b></p> <p>Students learn a character based duet dance, each taking the role of Oliver or Dodger.</p> <p>Students then extend the sequence using their own ideas in a similar way to the taught sequence.</p> <p>Students complete a short written/iPad test to assess their understanding of the theory behind the practical work.</p>	<p>Students experience an expressive, musical theatre style dance. They are introduced to a classical British musical and its themes.</p> <p>Students learn basic movement language but are expected to perform with confidence and energy to express a character. They then add on to the sequence in the relevant style.</p> <p>Students build on basic compositional concepts and choreographic terminology from unit 1, such as unison, canon, mirroring, question and answer, and formations. They are also introduced to basic contact work.</p> <p>Students build upon understanding of general dance theory and key terminology, including the idea of describing and analysing movement through a short written test.</p>	<p>The dance is fun and accessible for all students, whilst allowing them to engage in work with one other student. The musical theatre style is appropriate to the lead up to the festive season, whilst embedding choreographic terminology and understanding of the use of basic choreographic devices.</p> <p>Teaching a variety of dance styles is a key requirement of the National Curriculum in Physical Education</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>
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<p>Unit 3 (Jan-Feb)</p>	<p><b><u>MATCH OF THE DAY</u></b></p> <p>Students are taught a sequence of movement 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 style 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, in unison which is then developed choreographically.</p> <p>Students complete a short written/ iPad test to assess their understanding of the theory behind the practical work.</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 previous dances.</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 to extend and develop the sequence choreographically, applying their knowledge of unison, canon, mirroring, question and answer, accumulation, formations and basic contact work.</p> <p>Students continue to understand general dance theory and key terminology, including the idea of describing and analysing movement through a short written test.</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 skills 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 &amp; 5.</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>
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<p>Unit 4 (March - Easter)</p>	<p><b><u>CITY LIFE</u></b></p> <p>Students discuss and identify the people and things you would find in the city.</p> <p>From this, they learn one sequence which shows the idea of commuters in the city and identify how the movement features express the idea.</p> <p>Students then extend the sequence using their own ideas in a similar way to the taught sequence, in unison which is then developed choreographically.</p> <p>Students complete a short written/ iPad test to assess their understanding of the theory behind the practical work.</p>	<p>Students are expected to show accuracy when performing the taught sequences, which are varying in their complexity.</p> <p>Students understand that dance cannot be fully divorced from everyday/pedestrian movement. Choreography is often developed from routine actions.</p> <p>When extending a sequence, students further progress skills from previous work, regarding the development of dance from non dance activities, in this case, everyday/pedestrian actions. Students develop the sequence choreographically, applying their knowledge of unison, canon, mirroring, question and answer, accumulation, diminishing, formations and basic contact work. This requires students to make group decisions.</p> <p>Students continue to understand general dance theory and key terminology, including the idea of describing and analysing movement through a short written test.</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>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>Unit 5 (Easter - June)</p>	<p><b><u>STREET DANCE</u></b></p> <p>Students learn about the movement qualities of street dance through a short dance which builds in complexity. The focus on performance and not choreography.</p>	<p>Students are expected to show accuracy and stylistic qualities when performing the taught street dance, which builds in complexity.</p> <p>Experienced street dancers will be asked to volunteer to lead the street dance warm up and become a mini-coach to others who are struggling with the style.</p> <p>Experienced street dancers can perform their own dances (from dance schools) at the end of the lesson. Most students experience moving in a new way.</p>	<p>This style appeals to students who take street dance classes outside of school, which are very popular in the local area.</p> <p>The style is current and fun to round off the year of learning in dance. The focus is on performance, requiring the confidence that the students have built up over the year as they have got to know each other better.</p> <p>Teaching a variety of dance styles is a key requirement of the National Curriculum in Physical Education</p>

<p>Enrichment (July)</p>	<p><b><u>BLOCK C EXAM PREP/EXAM WEEK</u></b></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><b><u>MUSICAL THEATRE</u></b></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 or Hairspray</p>	<p>Students complete written papers in all subjects.</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>Part of the Dance exam is based on subject knowledge taught throughout the year and is conducted on a quizzing app, with an additional extended writing task, for example a debate question about dance. In total it is marked out of 50</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. Teaching a variety of dance styles is a key requirement of the National Curriculum in Physical Education</p> <p>This work is engaging and fun at the end of the year, when students have just completed their Block C exams.</p>
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