

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
Unit 1 (Sept- Oct)	<p><u>CONFLICT</u></p> <p>Students learn a short sequence and perform this to establish the importance of action and dynamic choices in expressing a dance idea.</p> <p>In pairs, students develop the movement sequence incorporating a selection of contact work ideas.</p> <p>Students complete a short written/ iPad test 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 an individual as well as a duet.</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>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>Unit 2 (Oct - Xmas)</p>	<p><u>DANCE AROUND THE WORLD (PART 1)</u></p> <p>Students learn a technical dance sequence in a different styles, in this case <i>Gumboot</i>.</p> <p>Students complete a short written/ iPad test to assess their understanding of the theory behind the practical work.</p>	<p>Students appreciate the characteristics of the different style and have the opportunity to try moving in a different way. They learn about aspects of another culture.</p> <p>Students are expected to show accuracy when performing the taught sequence, which demands good rhythm and timing. Students are required to capture the nuance of the style within their performance.</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 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>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 3 (Jan - Feb)</p>	<p><u>STREET/CONTEMPORARY FUSION</u></p> <p>Students learn about the movement qualities of contemporary and street dance through two very short sequences. In small groups, students then fuse the styles using a combination of movement and different qualities from each style.</p> <p>Students complete a short written/ iPad test to assess their understanding of the theory behind the practical work.</p>	<p>Students look at professional artists who create fusions of dance styles, for example Boy Blue. They will learn how to identify features of different styles.</p> <p>Students experience moving in different ways.</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>Students are introduced to the idea that some dance is not exclusively one style or another. This is a characteristic of several works on the GCSE Dance anthology of professional works.</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>
<p>Unit 4</p>	<p><u>SWANSONG</u></p>		

<p>(March - Easter)</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 complete a short written/ iPad test to assess their understanding of the theory behind the practical 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 to build up a dance with a narrative structure. They are expected to remember movement between lessons. Students have to recall their dances which can end up being up a significant length. It is the longest piece of choreography they create in KS3.</p> <p>Students are required to perform expressively, incorporating drama skills to portray a specific character.</p> <p>Students are required to work as part of a trio, contributing ideas and making 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 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 feeds 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>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>Unit 5 (Easter - June)</p>	<p><u>DANCE AROUND THE WORLD (PART 2)</u></p> <p>Students learn 2 technical dance sequences in different styles, in this case <i>Kathak / Bollywood</i>.</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 the styles within their performance.</p> <p>Students appreciate the characteristics of the different styles and have the opportunity to try moving in a different way. They learn about aspects of other cultures.</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>

Enrichment (July)	<p><u>BLOCK C EXAM PREP/EXAM WEEK</u></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 complete written papers in all subjects.</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>They undertake an longer dance exam which 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><u>MUSICAL THEATRE</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 there is time.</p> <p>This is a dance based on a musical for example Grease 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 second 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>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 a time when students have just completed their Block C exams.</p>