

# DANCE CURRICULUM



Further Education courses - Universities/ Colleges, Dance schools, Entertainment industry, Theatre

Professional Dancer/ Choreographer

Theatre employment: Lighting/ Costume Designer, Sound Technician, Stage Management, Administration

Teacher: Primary, Secondary, College, University

Instructor: Corporate, Yoga/ Pilates, Events, Fitness



**TARGETED REVISION**  
 Practical:  
 Completion of NEA  
 Theory:  
 Targeted revision

**COMPONENT 1 - REFINEMENT OF SOLO & TRIO PERFORMANCE / CHOREOGRAPHY PIECE**

**Practical:**  
 Students will work independently on the practical areas that need refinement - solo performance, trio performance and choreography. They will spend 2 weeks focusing on each aspect, using previously given feedback to make refinements.

**Theory:**  
 Introduction to Shadows, focusing on descriptions and contributions / personal interpretations of production features: lighting, set, costumes, aural setting, no. of and gender of dancers.

**COMPONENT 1 - FINAL CHOREOGRAPHY PIECE**

**Practical:**  
 Solo / Group Choreography:  
 Students will be given a list of possible stimulus options, prescribed by the exam board, and must choose what will inform their overall dance idea. Students can choose whether to choreograph a solo, duet or group piece and must select their own accompaniment. Students are individually assessed in their ability to show an imaginative response to the stimulus and select and apply appropriate actions, spatial features, dynamic qualities and relationship skills to show the stimulus.

**Theory:**  
 Weekly theory lessons will allow for revisiting the 6 anthology works – production features description & interpretation. Choreographic skills and definitions. Rehearsal methods & exercises to improve. Introduction to 6-mark choreographic skills question - focusing on Shadows. Introduction to 12-mark similarities / differences question.

Zone 11 (Open Studio) starts

**YEAR 11**

**REFINE SOLO SET PHRASES**

**Practical:**  
 Spend 3 weeks on each solo. Refine the solo set phrases Breathe & Scoop, using previous summative feedback. Students are individually assessed in their ability to replicate 2 set phrases introduced by the exam board & demonstrate their physical, expressive, technical and mental performance skills. Exam question responses will be strengthened so students will strengthen their knowledge and understanding in how to explain their demonstration of performance skills.

**Theory:**  
 Introduction to Artificial Things focusing on descriptions and contributions / personal interpretations of production features: lighting, set, costumes, aural setting, no. of and gender of dancers.

**DUET / TRIO PERFORMANCE (contd)**

**Practical:**  
 Duet / trio performance. Students and teacher will collaborate to choreograph a group dance that has a choreographic intent. Students are assessed in their ability to show physical, technical, expressive and mental skills in a group setting.

**Theory:**  
 Introduction to Artificial Things, focusing on descriptions and contributions / personal interpretations of production features: lighting, set, costumes, aural setting, no. of and gender of dancers.

**DUET / TRIO PERFORMANCE**

**Practical:**  
 Duet / trio performance. Students and teacher will collaborate to choreograph a group dance that has a choreographic intent. Students are assessed in their ability to show physical, technical, expressive and mental skills in a group setting.

**Theory:**  
 Introduction to Within Her Eyes, focusing on descriptions and contributions / personal interpretations of production features: lighting, set, costumes, aural setting, no. of and gender of dancers.

**SOLO SET PHRASE – SCOOP**

**Practical:**  
 Solo Performance of the 2nd of the 2 GCSE Set Phrases prescribed by the exam board - SCOOP. Students are individually assessed in their ability to replicate 2 set phrases introduced by the exam board & demonstrate their physical, expressive, technical and mental performance skills. Exam questions will be introduced and students will strengthen their knowledge and understanding in how to explain their demonstration of performance skills.

**Theory:**  
 Introduction to Emancipation of Expressionism, focusing on descriptions and contributions / personal interpretations of production features: lighting, set, costumes, aural setting, no. of and gender of dancers.

**SOLO SET PHRASE – BREATHE**

**Practical:**  
 Solo Performance of 1 of the 2 GCSE Set Phrases prescribed by the exam board: BREATHE. Students are individually assessed in their ability to demonstrate their physical, expressive, technical and mental performance skills. Exam questions will be introduced and students will strengthen their knowledge and understanding in how to explain their demonstration of performance skills.

**Theory:**  
 Introduction to A Linha Curva, focusing on descriptions and contributions / personal interpretations of production features: lighting, set, costumes, aural setting, no. of and gender of dancers.

**INTRODUCTION TO 6 ANTHOLOGY WORKS - PRACTICAL**

**Practical:**  
 Introduction to the 6 professional anthology works: A Linha Curva, Shadows, Emancipation of Expressionism, Infra, Artificial Things, Within Her Eyes. Students will practically recreate their own interpretations of the 6 works, using the same stimulus, CJ, choreographic approach, movement content, aural setting.

**Theory:**  
 Introduction to Shadows, focusing on descriptions and contributions / personal interpretations of production features: lighting, set, costumes, aural setting, no. of and gender of dancers.

Zone 10 (Open Studio) starts

**YEAR 10**

**GROUP CHOREOGRAPHY STIMULUS BASED (contd)**  
 Continuation from Summer Term 1 upon receiving feedback in interim assessment.

**GROUP CHOREOGRAPHY STIMULUS BASED**  
 Choreography based on a given stimulus list and develop a choreographic intention through research. They will create actions, spatial features, dynamics, relationships, choreographic devices, all relevant in showing the choreographic intent. They will select their own aural setting and decide on a suitable structure. Use rehearsal methods to improve choreographic elements. Practice exam style questions that focus on choreographic skills used in own choreography to show the intention.

**GROUP PERFORMANCE USING SET PHRASE MATERIAL**  
 Students will be assessed in their ability to perform within a group, demonstrating physical, technical, expressive and mental skills. Revisit rehearsal methods in a group and exercises and use to improve group performance skills. Strengthen exam question responses that highlight how group performance skills have been demonstrated in performance.

**SOLO PERFORMANCE SET PHRASE - FIND IT**  
 Students will learn a set routine and be individually assessed in their ability to demonstrate the 4 types of performance skills: Physical, Technical, Expressive & Mental whilst developing their understanding of each. Rehearsal methods and exercises to improve performances skills. Introduced to exam style questions relating to how they have demonstrated performance skills in their performances. Using previous summative feedback to improve own performance.

Opportunity to audition for Dance Ambassadors

**DUET CHOREOGRAPHY STIMULUS BASED**  
 Introduction to duet choreography introducing the choreographic process. Create own motifs appropriate for own choreographic intention. Choreograph appropriate Actions, Dynamics, Spatial Features, Relationship Skills, Choreographic Devices that highlight their chosen choreographic intention. Select own aural setting and develop a structure.

**SOLO PERFORMANCE SET PHRASE – IMPULSE**  
 Students will learn a set routine and be individually assessed in their ability to demonstrate 4 types of performance skills: Physical, Technical, Expressive & Mental.

Zone 9 (Open Studio) starts

**YEAR 9**

**MUSIC: SOUNDS AND SAMPLES**  
 Music technology-based unit. Learning about the history of the sample. Learning how to use Koala Software to sample school sounds. Using Koala to create a mix. Developing group work skills (collaboration, communication etc). Developing critical listening skills.

**DANCE: PERFORMANCE BOLLYWOOD**  
 Learn about key characteristics of Bollywood style dance. Learn a set routine in the style of Bollywood dance. Revisit, strengthen and develop key performance skills. Peer assess and feedback observations relating to strengths and areas for development.

Guided Choices 'Taster' routine and lesson

**MUSIC: MINIMALISM**  
 Introduction to the historical and cultural influences behind Minimalism. Introduction to the main musical features of Minimalism explored through small practical tasks (pulse, ostinato, texture, orchestration choices, phasing). Introduction to Minimalist composers and examples of their work. Listening and Appraising. Key vocabulary. Revisit keyboard skills. Revisit Western Notation reading skills. Revisiting the appropriate use of musical elements in the genre to enhance the performance (e.g. use of timbre). Group work & rehearsal skills (collaboration, communication, listening). Group performance.

**DANCE: CHOREOGRAPHY STIMULUS BASED**  
 Revisit choreographic skills needed to produce a strong piece of choreography. Discuss meanings of stimulus, choreographic intentions, motifs. Share stimulus options for students to pick from to create a choreographic intention. Teach a motif that conveys a choreographic intention. Create own motifs that convey chosen choreographic intentions. Includes choreographic skills to convey the choreographic intention. Peer assess and feedback observations relating to strengths and areas for development.

**MUSIC: RIFFS**  
 Introduction to popular music genres. Revisit keyboard skills. Listening and Appraising. Key vocabulary. Introduction to the parts of the drum kit. Introduction to melody writing skills. Revisiting the appropriate use of musical elements in the genre. Group work & rehearsal skills (collaboration, communication, listening). Group performance.

**DANCE: PERFORMANCE CONTEMPORARY**  
 Learn about key characteristics of Contemporary style dance. Learn a set routine in the style of Contemporary dance. Revisit, strengthen and develop key performance skills. Alignment; balance; control; coordination; extension; posture; strength; stamina; accuracy in A/S/D; accuracy in timing; focus; projection; spatial awareness; movement; memory; confidence; commitment. Concentration. Peer assess and feedback observations relating to strengths and areas for development.

**YEAR 8**

Opportunity to join KS3 Dance Club: join at any time in Y7 or 8 – Autumn Term

**CHOREOGRAPHY ROCK AND ROLL**  
 Learn about key characteristics of pair Rock and Roll Dance. Know choreographic skills used in R&R. Learn a motif in the style of R&R as a starting point for their own routines. Create own actions that highlight R&R features. Peer assess and feedback observations relating to strengths and areas for development.

**PERFORMANCE STREET DANCE**  
 Group performance of a street dance style routine. Students will learn a set routine in the style of Street Dance. They will develop their understanding of characteristics of the Street Dance style. They will work in groups to rehearse and develop their performance skills as well as: Communicating a choreographic intent. Sensitivity to others.

**CHOREOGRAPHY STIMULUS BASED**  
 Group choreography using 'Sport' or 'The Graveyard Book' as a stimulus/theme. Students will be taught a set motif that uses sport, or life / death related actions as a starting point. They will then develop this motif using choreographic devices: communicating the choreographic intent. spatial features. relationship features. They will create their own actions that reflect their stimulus.

**PERFORMANCE MUSICAL THEATRE**  
 Performance in a group using the theme of the musical Bugsy Malone. Students will revisit and develop additional performance skills: Projection. Facial Expression. Students will peer observe and assess as a way of providing verbal feedback.

**CHOREOGRAPHY CHANCE DANCE**  
 Choreography skills are introduced. Students are introduced to 'Chance Dance' as a choreographic approach. Students will be introduced to typical dance actions and encouraged to use their own interpretations to create motifs. Simple motif developments are introduced to refine motif phrases: direction levels. canon mirroring. Formation. Students will peer observe and assess as a way of providing verbal feedback.

**PERFORMANCE COMMERCIAL / STREET DANCE**  
 Students will learn a commercial / street dance routine to introduce key performance skills: Accuracy. Control. Timing. Posture. Coordination. Stamina. Strength. Focus. Spatial Awareness.

**YEAR 7**

Opportunity to join KS3 Dance Club: join at any time in Y7 or 8 – Autumn Term