

KS4

Dance

Curriculum Overview

Curriculum Intent

Dance as a subject is unique, in that it blends artistic practice with physical and mental activity. Dance has an affirmative impact on young people's education and learning and offers opportunities for all young people to gain knowledge and skills in performance, choreography and analytical skills. The topics studied within Dance exhibits more positive changes in well-being and the use of high-quality dance, promotes whole school improvement through influencing the culture of the school, raising aspiration and enhancing the profile of the school in its community. Dance cultivates a passion of lifelong learning and enjoyment, establishing key life skills along the way, to allow successful development of student's skills required for a well-rounded individual to equip students for life after THA.

Dance is under the national curriculum as a stand-alone subject, and is layered into Physical Education curriculum. This allows a sense of freedom but also ensuring these requirements aim are addressed to meet the aims of the national curriculum for physical education, including:

- Developing competence to excel in a broad range of physical activities
- For all students to be physically active for sustained periods of time
- To engage in competitive dance and activities
- To lead healthy, active lives.

Our students have access to Dance lessons once a week in KS3, and 5 times a fortnight at KS4. Students learn a variety of different dances styles, from contemporary to street Dance. Students will develop individual and group skills through project-based work, working towards whole class performances, small groups and as soloists in a variety of genres and topics. The skills and techniques involved in performance and choreography involved are developed and fine-tuned over KS3 into KS4.

- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive dance competitions and activities outside school through community links or dance clubs.

We aim to deliver a curriculum that has a golden thread throughout key stage 3 and 4 that has a holistic theme towards style of dance, dance performance and healthy exercise. In each year, skills in all dance styles are recapped and consolidated, which helps to build on the knowledge and techniques of the previous year within the same dance themes. We focus on physical and theoretical aspects of the subject, which prepares students for AQA GCSE Dance and supports their literacy in other subject areas.

This approach helps to build a long-term memory of key terminology needed for the key stage 4 topics, enabling the students to step back and view the "big picture" of how to live a healthier lifestyle. The course from KS3 into KS4, allows students to set high ambitions for themselves, to strive beyond GCSE level onto further education and ultimately leading onto a professional career within Dance and other work field, through learning life-long skills such as confidence, commitment, resilience and teamwork.

| How is Dance assessed at THA? | Cross Curricular Links | How this prepares students for their next stage of education/employment |
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| <p>In Dance we do a termly deep marks of either a Performance Unit or Choreography Unit or theoretical Unit, focused on key skills and concepts developed during that unit of work. This is done using GCSE criteria, language & tasks and regular checks using the GCSE exam criteria to check progress.</p> <p>Ultimately students will be continually assessed on a subject specific skill relating to each term's topic; alongside life skills learnt through the subject such as resilience, confidence, problem solving & team work, which are formatively assessed each week allowing progress/feedback to enable to students to improve.</p> <p><u>What's assessed</u></p> <p><u>Performance & Choreography 60%</u></p> <p>Set phrases through a solo performance (approximately one minute in duration) Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration) Choreography</p> <p>Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) How it's assessed</p> <p>Non-exam assessment (NEA) marked by the centre and moderated by AQA.</p> | <p>As an artistic subject it allows us the flexibility to show multiple cross-curriculum opportunities. Dance sit both between PE, Music & Drama and offer important cross-links skills/topics to ensure students get a good Performing Arts experience.</p> <ul style="list-style-type: none"> • MFL – Dance has a variety of subject topics and cultural delivered through the curriculum and develop students understanding of cultural language such as Spanish & French, through subject specific vocabulary and different Dance Styles. • Maths - Within each topic of Dance there are a variety of opportunities for developing key mathematic skills – angles, addition, subtraction, through creating choreography and developing performance skills. • English – Literacy and key vocabulary is embedded in the | <p>Dance allows students to develop their confidence alongside establishing life skills through the medium of Dance.</p> <p>Dance will ultimately develop and flourish students' skills to help support them with their move onto a variety of different education or employment both within the Arts and also other organisations or pathways.</p> <p>Highly employable skills such as resilience, commitment, self-awareness, determination & teamwork are a strong focus within the subject, all of which are transferable in a multiple situation or environments.</p> |



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| <p><u>Dance Appreciation 40%</u></p> <ul style="list-style-type: none">• Knowledge and understanding of choreographic processes and performing skills• Critical appreciation of own work• Critical appreciation of professional works <p>40% of GCSE Written exam: 1 hour 30 minutes 80 marks</p> <p>Based on students' own practice in performance and choreography and the GCSE Dance anthology.</p> | <p>curriculum throughout KS3 & KS4.</p> <ul style="list-style-type: none">• Key terminology is delivered throughout all schemes of work and interlinks with assessment criteria and interlinked to key skills (criteria) used in PE (Head, Heart & Hands). | |
| | <p>Enrichment Opportunities</p> <p>Year 9, 10 & 11 Dance Club – Thursday 3-4pm</p> | <p>Resources/Materials to Support Learning</p> <p>AQA Dance Website YouTube – Dance Performance's and Analysis</p> |

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| <p>Key Knowledge:</p> <p>Second Set Phrase Solo - Students will learn 'BREATHE' the set phrase set by AQA as part of their official examination piece. Focused on PERFORMANCE skills.</p> <p>Filmed and Moderated.</p> | <p>Key Knowledge:</p> <p>Learn Duo/Trio dance based on the study of 'One of the Professional Works' – Students will learn a set Duo/Trip performance as their official examination piece, focusing on the PERFORMANCE content of the EXAM.</p> <p>Filmed and Moderated.</p> | <p>Key Knowledge:</p> <p>Create a choreography in response to paper set by the exam board - Students will work independently to create their own choreography in response to AQA Stimulus. Students will begin with carousel tasks to RESEARCH & PLAN, but then divide off to create a 2-2.30min solo choreography or a 3.-3.30min group choreography.</p> <p>Filmed and Moderated.</p> | <p>Key Knowledge:</p> <p>Exam – Students will now continue to work on the written exam as all practical completed. Focusing on SECTION A, B & C of the course</p> | <p>Key Knowledge:</p> <p>N/A</p> | |
| <p>Key Skills: Performance Skills</p> | <p>Key Skills: Performance Skills</p> | <p>Key Skills: Choreographic Skills</p> | <p>Key Skills: Exam Skills (Extended Writing)</p> | <p>Key Skills:</p> | |
| <p>Assessment: Practical (Performance Skills)</p> | <p>Assessment: Practical (Performance Skills)</p> | <p>Assessment: Practical (Choreographic Skills)</p> | <p>Assessment: Theoretical Exam Skills</p> | <p>Assessment</p> | |