

Springwood High School Dance Curriculum Plan

Our Vision:

We are committed to providing opportunities for all students to be involved in Dance as it is in the industry.

Exam boards: BTEC and RSL

Brief overview of topics, themes, skills or key questions for each term:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Students will receive 2 lessons a fortnight in Dance via the PE curriculum which will occur in one half term. This will equate to approximately 6-7 lessons depending on the half term.</p> <p>In their first lesson(s) they will complete a baseline test which will consist of learning a short piece of repertoire and performing it to the class. In the remaining lessons students will be taught a short phrase in a particular dance style such as Bollywood, Street, Jazz/Charleston and Contemporary and will develop the phrase in small groups. Each student will be assessed at the end of their half term taking into account their choreography and performance skills in order to ascertain a predicted attainment grade in addition to an ATL grade.</p> <p><i>If exams are taking place in the practical dance space then students will complete a research task analysing the movement components of different dance styles. In this case, the student's final grade will take into account the quality of their written work in addition to any practical lessons assessing their performance and choreography skills to ascertain a predicted attainment grade in addition to an ATL grade.</i></p> <p>Dance will be delivered to all students on more than one superlearning day during the year, for example 'Introduction to the Arts' and 'Smoothie Advertising'.</p>					
8	<p>Students will receive 2 lessons a fortnight in Dance via the PE curriculum which will occur in one half term. This will equate to approximately 6-7 lessons depending on the half term.</p> <p>Students will learn a short phrase inspired by a professional work, for example 'Rosas Danst Rosas' by Teresa De Keersmaker 'Emancipation of Expressionism' by Boy Blue and they will develop the repertoire in small groups to create a final performance piece. Students will explore practical tasks inspired by physical theatre, contemporary and street dance in order to develop their choreography. Each student will be assessed at the end of their term considering their choreography and performance skills in order to ascertain a predicted attainment grade in addition to an ATL grade.</p> <p><i>If exams are taking place in the practical dance space then students will complete a research task analysing the movement components and constituent features of professional works. In this case, the student's final grade will consider the quality of their written work in addition to any practical lessons assessing their performance and choreography skills to ascertain a predicted attainment grade in addition to an ATL grade.</i></p>					
Students in Year 9 will 'opt in' to complete 2 lessons a fortnight of dance via PE for the whole year						

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9	<p>Introduction to physical and expressive skills and how to improve them</p> <p>Warm up, cool down, health and safety</p>	<p>Developing expressive and physical skills for an 'Audition'.</p>	<p>Introduction to movement components via learning and choreographing set phrases</p>	<p>House Dance Show piece: Improving physical, technical and expressive skills in addition to choreography</p>	<p>Introduction to choreography from a stimulus</p>	<p>Developing a motif and structure in choreography</p>
BTEC Tech Award Level 1/2 in Performing Arts						
10	<p>Component 1 preparation: Exploring the Arts.</p> <p>Sep – Dec Explore professional works and apply learning outcome A and B.</p>	<p>Component 1: Exploring the Arts. Paper release Dec/Jan Internally assessed, externally moderated. Assessed May/June.</p> <p>Learning outcome A: Students will investigate 1 professional dance work and analyse the stylistic qualities, features, intentions and purpose of the work.</p> <p>Learning Outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work by actively participating in workshops and classes as a performer.</p>			<p>Prepare and develop skills for Component 2 and 3</p>	
11	<p>Component 2: Developing Skills and Techniques in the Performing Arts. Release date Sep. Internally assessed, externally moderated. Assessed Dec/Jan.</p> <p>Learning outcome A: Students will prepare for a performance or pitch/presentation of designs of/for existing repertoire.</p> <p>Learning Outcome B:</p>	<p>Component 3: Responding to a Brief. Externally assessed. Released Dec/Jan. Assessed May/June.</p> <p>Learning outcome A: Understand how to respond to a brief Learning outcome B: Select and develop skills and techniques in response to a brief Learning outcome C: Apply skills and techniques in a workshop performance in response to a brief Learning outcome D: Evaluate the development process and outcome in response to a brief</p>				

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<p>Students will showcase performance or production designs for an audience.</p> <p>Learning Outcome C: Students will review the development and application of skills and techniques during the process and after.</p>		
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YEAR 12			
Unit: 331 Ensemble Dance Performance	Unit 322 Applying safe dance practice	Unit 334 Leading Dance	Unit 306 Planning for a career in the Performing Arts CORE
Term 1: Sept – Oct approx. 6 weeks			
<p>Intro into different dance genres. Teacher to lead different sessions on a variety of styles to find best fit with group</p> <p>Oct: teacher to teach phrases in a genre in prep for assessment</p> <p>1.2 Perform the technique of a chosen genre which includes</p> <ol style="list-style-type: none"> a. performance of movements and sequences b. demonstration of stamina and strength c. relevant posture and control d. musicality and clarity of performance 	<p>2.1 Explain the importance of appropriate clothing and footwear and the implications of not adhering to this</p> <p>2.2 Explain the reasons for warm up and cool down and its effects on the dancing body</p> <p>2.3 Identify 4 key muscle groups used in their warm up and the anatomical effects of the warm up on these muscle groups</p> <p>2.4 Identify key factors which help ensure their safe dance environment</p> <p>Evidence: risk assessment/ log book</p>	<p>Introduction to leading unit</p> <ul style="list-style-type: none"> - What makes a good leader - Key skills: voice, body language, behaviour - Plan warm ups on each other, choreography tasks etc. - Everyone to volunteer team teaching one lesson a fortnight with DPO 	<p>1.1 Use professional (tutor, mentor, industry specialist etc.) feedback and guidance to create a learning and skills development plan that contains the following:</p> <ol style="list-style-type: none"> a. An assessment of current knowledge and skills b. An overview of current aspirations and goals c. An assessment of knowledge and skills required to attain the goals d. A schedule for on-going review of progress towards goals <p>Evidence: list dance skills, letter to artistic director, schedule of goals</p>
Oct – Dec (approx. 7 weeks)			
<p>Cover: Continue 1.2</p>	<p>Cover: 2.5 Explain the principles of injury</p>	<p>Cover:</p>	<p>Task 1: 1.1 and 1.2 in part with audition – review skills</p>

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<p>Evidence: final performance of teacher taught phrase (November)</p> <p>Cover: (approx. December) 1.1 lead and support the others in a group to develop and rehearse a group performance in the chosen genre</p> <p>2.1 choreograph a group routine reflecting the essence of the dance genre</p> <p>Evidence: rehearsal videos, rehearsal logs</p>	<p>prevention and care 2.6 Explain the influence of good nutrition and hydration in supporting healthy dance practice 2.7 Explain the benefits to dance practice of applying safe, effective dance knowledge Evidence: Safe practise manual</p>	<p>1.1 Plan a dance session identifying: a. Intended context and structure of the session b. Type of participating group c. Aims of the delivered session d. Clear learning outcomes for participants e. Clear content for the session f. Progression from the session</p> <p>Evidence: A dance class plan</p>	<p>Evidence: Do an audition with an unseen sequence, add to schedule and review skills</p>
Term 2: Jan – Feb (5 ½ weeks)			
<p>Cover: Continue 1.1 and 2.1</p> <p>Evidence: rehearsal videos, rehearsal logs</p>	<p>Cover: STYLE 1 1.1 Plan a physiological warm up and cool down following safe dance principles in preparation for dance class 1.2 Lead their peers in the demonstration of the warm up/cool down Evidence: report on class/ video of class and reflection</p>	<p>Cover: 1.2 Deliver a dance session demonstrating: a. Confidence and clarity of delivery b. Clarity and accuracy in demonstration to others c. Good communication skills and rapport with participants d. Understanding of appropriate style/technique appropriate to the level of the group e. Support for other participants f. Appropriate choice of music</p> <p>2.1 Demonstrate delivery of safe and appropriate: a. Warm up and cool down exercises</p>	<p>Cover: 2.1 Assess the potential for progress into two roles in the creative and performing arts industries, (relevant to their identified goals), evaluating their suitability for each role through an analysis of:</p> <ul style="list-style-type: none"> a. Current skills and required skills for the role b. Accepted routes into the role c. Availability of the role d. Competition for the role <p>Evidence: audition solo and reports on one job role: dancer 2.1</p>

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		<p>b. Progression of activities/use of techniques</p> <p>Evidence: Video of lesson – plus some supportive notes</p>	
Feb – March (6 weeks)			
<p>Cover: 2.2 Perform the choreographed routine, including:</p> <ul style="list-style-type: none"> a. realisation of the chosen style b. use of space and musicality c. technical accuracy d. a sense of performance <p>Evidence: rehearsal videos, rehearsal logs, final performance in House Dance show</p>	<p>Cover: STYLE 2</p> <p>1.1 Plan a physiological warm up and cool down following safe dance principles in preparation for dance class</p> <p>1.2 Lead their peers in the demonstration of the warm up/cool down</p> <p>Evidence: report on class/ video of class and reflection</p> <p style="text-align: center;">UNIT COMPLETE</p>	<p>Cover:</p> <p>3.1 Evaluate the success of the session with areas of strength, and identify areas for improvement</p> <p>3.2 Seek and act on feedback from participants and observers to improve performance</p> <p>Evidence: Video of leading class and evaluation</p> <p>Date:</p> <p>Re submissions:</p> <p style="text-align: center;">UNIT COMPLETE</p> <p><i>Additional: students to lead House dance competition for show end of March</i></p>	<p>Cover: 2.1 Assess the potential for progress into two roles in the creative and performing arts industries, (relevant to their identified goals), evaluating their suitability for each role through an analysis of:</p> <ul style="list-style-type: none"> a. Current skills and required skills for the role b. Accepted routes into the role c. Availability of the role d. Competition for the role <p>Evidence: report on one job role: Choreographer 2.1</p>
Term 3: April – May (6 weeks)			
<p>Cover:</p> <p>3.1 Evaluate own performance including personal strengths and areas for development</p> <p>3.2 identify challenges faced through the process of choreographing and performing as part of a group in the chosen genre</p> <p>Evidence: final evaluative report</p> <p style="text-align: center;">UNIT COMPLETE</p>		<p><i>Students still have the opportunity to teach/team teach dance lessons or clubs in school.</i></p> <p><i>They will lead again in House dance in year 13.</i></p>	<p>Cover: Re visit 1.1</p> <p>Evidence: updated Schedule</p>

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June – July (7 weeks)			
Repertory dance introduction	<p>Choreography</p> <p>Students could start choreography unit here</p> <p>The basics of choreography to underpin projects coming up.</p> <p>Explore choreography tasks</p> <p>Set different stimulus tasks from past papers</p> <p>Introduce to motif and motif development</p>	<p>Performance Preparation External:</p> <p>Preparation/mock of unit until exam board release paper in November</p> <p>No formal evidence required.</p> <p>If repertory is chosen in two styles then students can research early now for this unit</p>	<p>Cover: 2.2 Devise and explain personal strategies to generate revenue from each area of work identified in 2.1 and how they may be combined or used independently, to produce a sustainable income</p> <p>Link to leading dance – could set up classes for money.</p> <p>Evidence: Ideas pack</p>

YEAR 13			
Unit 335 Repertory Dance	Unit 324 Choreography	Unit 304 Performance preparation External CORE	Unit 306 Planning for a career in the Performing Arts Internal Core
Term 1: Sept – Oct approx. 6 weeks			
<p>1.1 Rehearse a piece of dance choreography, demonstrating:</p> <p>a. Ability to learn and retain dance material containing complex movements and sequences</p> <p style="padding-left: 20px;">b. Ability to work independently and as part of a group to rehearse set choreography</p> <p style="padding-left: 20px;">c. Ability to retain and reproduce movement material accurately</p> <p style="padding-left: 20px;">d. Safe dance practice</p> <p style="padding-left: 20px;">e. Support for the choreographer/rehearsal director</p> <p style="padding-left: 20px;">f. Ability to respond to direction and a</p>	<p>1.1 Choreograph a dance which:</p> <p>a Is inspired by a suitable piece of music, literature or art</p> <p>b Includes a range of compositional tools and devices, including theme and variation</p> <p>c Demonstrates movement motif and its development</p> <p>d Is set at a suitable level of technique for the dancer(s) performing it</p> <p style="padding-left: 20px;">a. Shows sensitivity to the material and the performers</p>	<p>Preparation/mock of unit until exam board release paper in November</p> <p>No formal evidence required.</p> <p>If repertory is chosen in two styles then students can research early now for this unit</p>	<p>2.3 Create a range of materials (e.g. CV, business proposal, pitch to a given brief) that will support their strategies to generate income</p> <p>Evidence: create CV and statement</p>

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<p>mature approach to rehearsal and performance</p> <p>1.2 Perform a group dance work, showing:</p> <ol style="list-style-type: none"> a. Technical understanding appropriate to the choreographed piece b. Accurate reproduction of the dance material c. Stamina and strength appropriate to the choreographed work d. Co-ordination and dance facility <ol style="list-style-type: none"> e. Dance quality and interpretation f. Performance expression and skill g. Consistent and sustained musicality h. Reflection of the choreographic style i. Engagement with the audience <p>2.1 Analyse the significance of the dancers' contribution to choreographic work</p> <p>2.2 Describe the background of the choreographer and explain their artistic vision</p> <p>2.3 Explain the challenges of working in a group and reproducing choreographic vision</p> <p>2.4 Analyse the role and responsibilities of the dancer in rehearsal and performance</p> <p>Evidence: Group dance, evaluation and background pack for dancers</p>	<p>2.1 Rehearse and bring the dance to performance showing:</p> <ol style="list-style-type: none"> A. Management and scheduling of the rehearsal process B. An understanding of the needs of the performers C. Application of safe dance practice throughout the performance D. The ability to work with others sensitively <p>3.1 Reflect on the challenges of devising and bringing the choreography to performance</p> <p>3.2 Explain how they managed performance scheduling and timings</p> <p>3.3 Discuss the ideas and motivation behind each piece of choreography</p> <p>3.4 Evaluate the strengths in the work and changes that they would make to their process in the future</p>		
Oct – Dec (7 weeks)			
<p>Cover PIECE 2:</p> <p>1.1 Rehearse a piece of dance choreography, demonstrating:</p> <ol style="list-style-type: none"> a. Ability to learn and retain dance material containing complex movements and sequences b. Ability to work independently and as part of a group to rehearse set choreography c. Ability to retain and reproduce movement material accurately d. Safe dance practice <ol style="list-style-type: none"> e. Support for the 	<p>Continue above</p> <p>1.1 Choreograph a dance which:</p> <ol style="list-style-type: none"> a Is inspired by a suitable piece of music, literature or art b Includes a range of compositional tools and devices, including theme and variation c Demonstrates movement motif and its development d Is set at a suitable level of technique for the dancer(s) performing it 	<p>Cover: Exam paper released in November</p> <p>1.1 Describe the style and context of two contrasting performance genres</p> <p>1.2 Observe and review the productions of two contrasting performance genres</p> <p>1.3 Compare and contrast</p>	<p>Cover:</p> <p>2.3 Create a range of materials (e.g. CV, business proposal, pitch to a given brief) that will support their strategies to generate income</p> <p>Evidence: create own show reel Students can use material from ensemble unit, their two rep pieces, the choreography unit</p>

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<p>choreographer/rehearsal director</p> <p>f. Ability to respond to direction and a mature approach to rehearsal and performance</p> <p>1.2 Perform a group dance work, showing:</p> <p>a. Technical understanding appropriate to the choreographed piece</p> <p>b. Accurate reproduction of the dance material</p> <p>c. Stamina and strength appropriate to the choreographed work</p> <p>d. Co-ordination and dance facility</p> <p>j. Dance quality and interpretation</p> <p>k. Performance expression and skill</p> <p>l. Consistent and sustained musicality</p> <p>m. Reflection of the choreographic style</p> <p>n. Engagement with the audience</p> <p>2.1 Analyse the significance of the dancers' contribution to choreographic work</p> <p>2.2 Describe the background of the choreographer and explain their artistic vision</p> <p>2.3 Explain the challenges of working in a group and reproducing choreographic vision</p> <p>2.4 Analyse the role and responsibilities of the dancer in rehearsal and performance</p> <p>Evidence: Duet, pack for dancers, evaluation</p> <p>UNIT COMPLETED</p>	<p>a. Shows sensitivity to the material and the performers</p> <p>2.1 Rehearse and bring the dance to performance showing:</p> <p>A. Management and scheduling of the rehearsal process</p> <p>B. An understanding of the needs of the performers</p> <p>C. Application of safe dance practice throughout the performance</p> <p>D. The ability to work with others sensitively</p> <p>3.1 Reflect on the challenges of devising and bringing the choreography to performance</p> <p>3.2 Explain how they managed performance scheduling and timings</p> <p>3.3 Discuss the ideas and motivation behind each piece of choreography</p> <p>3.4 Evaluate the strengths in the work and changes that they would make to their process in the future</p> <p>Evidence: Rehearsal log, final performance, final evaluation</p> <p>UNIT COMPLETE</p>	<p>the style and context of the two contrasting performance genres</p> <p>Evidence: comparison of two professional works (should link to rep unit)</p>	
Term 2: Jan - April			
Possible re submission task	Possible resubmission task	<p>Cover: 2.1 Explain how they would prepare to audition/interview for a specific role in a performance production</p> <p>2.2 Use a range of techniques, including those developed through their</p>	<p>Task 4: 2.3 Create a range of materials (e.g. CV, business proposal, pitch to a given brief) that will support their strategies to generate income</p> <p>Evidence: solo audition piece (this could be developed from a group piece or choreography piece and used a gain in external unit)</p>

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		optional units, to audition/interview for a specific role in a performance production 2.3 Evaluate the audition/interview in terms of strengths and areas for improvement Evidence: create, prepare, perform and review an audition solo	Date: 11th march Resubmission date: 25th march UNIT COMPLETE
		Cover: 3.1 Work with others to develop a plan for a collaborative production 3.2 Develop a rehearsal schedule for the performance 3.3 Contribute to regular rehearsals for the performance 3.4 Make suggestions for modifications to the performance based on rehearsals and feedback from others Evidence: production plan, schedule, rehearse and perform a group production piece.	
Term 3: May - July			
RE SUBMISSIONS			

Enrichment Activities:

Super Learning Days: Year 7 Introduction to Dance, Smoothie Advert Competition

Performances: Christmas Concert/Assemblies, School Panto, Annual Dance Show, SSCO Dance Festivals (x2), WNAT Dance Festivals

Competitions: House Dance – May

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Trips:	A number of trips occur throughout the year and students will be notified when these arise.
Cross-curricular:	Natural occurrences in lessons and more formally throughout the year e.g. Superlearning day: Kinetic theatre, dance shows: drama/music and art. Jazz components: history.
Clubs & Support:	KS3 Dance club afterschool Wednesdays 3:30 – 4:30pm KS4 and 5 Revision and 1:1 sessions Fridays 3:30 – 4:30pm