

Year 9: Curriculum Intent

The Dance department strives to give pupils a challenging and diverse curriculum that incorporates conceptual level thinking via our theme approach. Through our theme-based approach, the Dance department aims to provide pupils with a rigorous and varied curriculum that integrates conceptual level thinking. Our goal is to empower our pupils to explore problems with a variety of approaches, methods, and inventive abilities by utilising their creativity and originality. We aim to create creative, well-rounded individuals who are imaginative, disciplined, inquisitive, collaborative and persistent who think, speak and act like Dancers. Our approach in year 9 is to explore broad cultural and diverse styles of dance, such as African and Indian dance moving on to the martial art style of Brazilian Dance, Capoeira through the exploration of physicality and conflict in relationships including the Sharks and the Jets from West Side Story. In the last term, pupils will use their knowledge from KS3 dance to choreograph their own pieces in response to a wide range of stimuli, including political issues such as Black Lives Matter, Homelessness and Climate Change.

Year 9 Essential Knowledge Summary

Schemata 1: Cultural Dance	Schemata 2: West Side Story & Capoeira	Schemata 3: Responding to a stimulus
<p>Composite Knowledge: Students will Recognise how African and Indian dance styles communicate meaning and how cultural context influences movement choices.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • The origins of African dance and the cultural significance: Used in rituals, storytelling and celebrations. • The characteristics: polyrhythmic movements, grounded posture, isolation of body parts, call-and-response • The origins of Indian dance rooted in religious and storytelling traditions (e.g., Bharatanatyam, Kathak). • Cultural significance: Expressions of mythology, devotion, emotions (rasa) • The characteristics: Hand gestures (mudras) the lotus, deer, peacock, parrot, cup and namaste. Facial expressions (abhinaya), precise footwork, rhythmic patterns. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • To apply African Dance: How to execute grounded movements and isolations. • Understanding and following rhythmic patterns using body percussion • Replicating call-and-response sequences in group work. • Moving in time with complex polyrhythms. • To apply Indian Dance: Performing specific mudras and using facial expressions to convey emotions. • Executing rhythmic footwork and turns • Synchronising movement with tala (rhythmic cycles) and music. • Using storytelling through physical gestures and movement sequences. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> • To understand how to use the correct placement and accuracy within the cultural styles of dance • Performing a dance with awareness of rhythm, style, intention, and expression appropriate to the tradition. • Recognising how different dance styles communicate meaning and how cultural context influences movement choices. 	<p>Composite Knowledge: Pupils will gain an understanding of the art of Capoeira and how to use physical movement to show conflict through character relationships.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Outline of 'West Side Story' including the segregation and race within the two gangs. • Explore how cultural differences have caused breakdown in communities causing conflict • Styles of Latin dance, musicality, contact work and the background, context, and features of Capoeira. • What is conflict and how can you show this effectively <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Applying choreographic devices such as call & response, cannon and mirroring • Applying choreography to the various styles, such as Latin and Capoeira • Use of strength, control and accuracy of body movements • Accuracy of timings and pace - use of slow motion • Applying Ginga, kicks: e.g., Meia Lua de Frente (half-moon kick), Armada (spinning kick). Defensive moves: e.g., Esquiva (dodges), Negativa (low ducking movement). Transitions: Moving fluidly between attack and defence and Rhythm <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> • Perform both contrasting styles accurately and with awareness of their audience • The Philosophy of Capoeira; Non-violent combat, flow, respect, and rhythm. • Blending Capoeira elements into a cross-cultural dance fusion while respecting its origins. 	<p>Composite Knowledge: Students create, perform, and reflect on choreography using both knowledge of stimulus response and choreographic techniques.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • What is a stimulus and how can it be used? • The different types of stimuli: Visual (photo, painting), auditory (music, poem), tactile (texture), abstract (emotion, word). • Choreographic devices: motif, repetition, unison, canon, contrast, fragmentation. • How to structure a dance choreography • the elements of dance: action, space, dynamics, relationships. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • To develop the skills to choreograph and structure movement effectively • Applying choreographic devices such as call & response, cannon, unison and mirroring to develop and refine phrases • Create own choreography in small groups • Responding physically to a chosen stimulus • Generating movement material using improvisation • Structuring the choreography using appropriate form • Refining and rehearsing choreography to enhance clarity, intention, and performance quality. • Using feedback to improve creative and technical outcomes. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> • Applying performance skills with confidence • A well structured dance motif with flair • Creating a piece that clearly communicates a stimulus-based idea using highly appropriate choreographic tools. • Explaining how the dance communicates the theme, emotion, or image from the stimulus.

Year 9 Final Composite Knowledge End Point

- The Pupils will apply a combination of physical skills such as accuracy, coordination, posture, stamina, flexibility and strength within the foundational elements of African and Indian Dance.
- Have a good understanding of the key choreographic devices and how to apply them within the specific styles of dance
- The outline of West Side story, including the two main families
- Work effectively individually, in small groups or larger groups to create your own ideas into developed, well structured motifs
- Recognise that dance can be in various styles with different staging types.
- Apply correct and safe technique when taking part in physical dance and contact work and the importance of following rules to keep each other safe.
- Identify the main aspects of a good performance and what makes it good and explain the reasoning.
- Lead appropriate tasks individually and as part of a varied group.
- Identify the main aspects of your own and others' performance skills that are good and explain the reasoning behind this.
- Recognise weaknesses in your own and others performance and suggest how a performance could be improved.
- To have a sound understanding of the foundational knowledge needed to perform a piece of dance

