

Dance Curriculum Intent

At The Kingsway School, we recognise the significance of studying Dance as it allows students of diverse talents, social backgrounds, and cultural backgrounds to cultivate practical skills and ignite a lasting passion and appreciation for the performing arts. We perceive Dance as a means of fostering self-assurance and as an academic field through which young individuals can assess their own and others' abilities. The foundations of Dance are built on a fundamental understanding of creating, performing and responding to various styles and topics. Students in Dance must have practical knowledge and awareness of performing skills, such as physical, and expressive skills, as well as theoretical knowledge of professional performers and performance devices. This is done to encourage creativity through the exploration of various art forms. The next phase is for students to apply this knowledge in dance by exhibiting high-level abilities through replicating choreography and creating their own motif that consider the audience's perspective and incorporate theatrical traditions.

Subject: Year 7 Dance

Year 7 Curriculum Intent: The Dance department strives to give students 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 students with a rigorous and varied curriculum that integrates conceptual level thinking. Our goal is to empower our students to explore problems with a variety of approaches, methods, and inventive abilities by utilising their creativity and originality. While studying the concepts of action, space, dynamics, and relationships, students also study the history and genesis of dance as part of the Elements of Dance course. Pupils will get an understanding of the fundamentals of movement memory, timing, and synchronisation. Next, the students study Dancing through the decades, which delves into the development of dance throughout the past century. They'll gain knowledge on how to create and demonstrate dance relationships by utilising choreographic elements. The study focuses on Christopher Bruce, the choreographer, and his masterwork Swan Song, which explores how dance choreography develops themes and props.

	Scheme 1: Elements of Dance	Scheme 2: Dancing through the decades	Scheme 3: Dance in History
Acquire:	Through the utilisation of a variety of choreographic approaches, students will develop an awareness of how to recreate motifs.	Students will acquire knowledge about the evolution of dance styles and how dance has changed over time.	Students will choreograph a motif that communicates a power imbalance, inspired by Christopher Bruce's movement style and use of a prop.
Apply	Warm up the body effectively before dance. Motif and how to construct movements together. Coordination and balance Why warming up is important to dance. The 5 elements of dance actions; jump, travel, turn, gesture and stillness.	To work effectively as a group. Replicating choreography in a range of styles. To practise routines and motifs in pairs and small groups. To incorporate choreographic devices to show relationships such as solo, duet, trio. To recognise how movement and gesture has changed over time. To self-reflect and suggest improvements.	To replicate dance choreography, and understanding where the inspiration of Swan song came from To understand how to create choreography with a prop. Exploring different ways to interact with the prop (e.g. sitting, standing, lifting, pushing, hiding behind) Effective paired or group work with contact work.

	Stimulus to inspire their movement and creativity.		
Vocabulary	Warm up Motif Actions Use of space Stimulus Choreography Relationships Unison Canon Repetition Mirroring Call and response	Charleston Timing Accuracy Dynamics Speed Weight Solo Duet Trio Quartet	Stimulus Neo-classical Stylistic qualities Features Influences Motif Prop Transforming Symbolism Character
Assessment	Performance of Duet phrase focusing on the key elements of dance, the ability to recall and memorise movements and overall sensitivity in performance. Understanding of skills and the ability to comment on their own and each other's work will be assessed in lessons throughout the unit.	Application of choreography skills learned as a soloist and an Ensemble linking to the specific theme. Performance within varying ensemble situations in terms of technical, and expressive skills. Understanding and appreciation will be assessed in lessons throughout the module. Students will participate in creative work within a range of group situations. The final piece of work will be structured into group formations and a whole class dance routine.	Students are assessed throughout the unit on their contribution towards creative work, effectiveness in improving their work and creativity of solo and group sequences. Characterisation in performance will be assessed in the final pair/group performance at the end of the module.

Subject: Year 8 Dance

Year 8 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. While studying the concepts of action, space, dynamics, and relationships, pupils also study popular dance styles such as Students will look at how stories are told through gesture and mime as well as incorporating various pathways, direction, levels and space, whilst exploring sections of the Hunger Games. Pupils will move on to Matilda the Musical and explore the dance style used in theatre productions as well as how to dance in character. To end the year, popular dance such as street and break dancing, solidifying the characteristics such fast energetic and upbeat choreography, whole body and isolated movements, quick formation changes, stunts and tricks, then Contemporary dance, both serving very different skills and techniques.

	Scheme 1: Narrative Dance	Scheme 2: Matilda the Musical	Scheme 3: Popular Dance - Street Dance
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Acquire	Students will use the Hunger Games to learn how to use dance movements and character development to convey the themes and story.	Students will perform a group routine in character from the musical <i>Matilda</i> , staying in role throughout, showing understanding of narrative and dynamics.	Students will acquire knowledge of the skills and characteristics needed for the street dancing style.
Apply	Gesture and facial expression to communicate character or emotion structure a narrative dance sequence using the beginning, middle and end Motif development to show progression in a story Choreograph use space, transitions and formations between movement. Choreographic devices used to convey narrative such as motif, gesture, facial expression, levels and pathways.	Perform musical theatre movements such as kicks, turns, isolations and stylised gestures To express character and emotion through movement using facial expressions, posture, and dynamic changes To perform in a group using unison and formations, staying in character throughout To rehearse and refine choreography, giving/receiving feedback, improving timing and energy	Learning and performing foundation moves such as toprock, footwork, freezes, popping, locking, waves and isolations Breaking down movements and learning how to execute them with accuracy and with control Using Choreographic Devices E.g. Canon, unison, repetition, mirroring, accumulation and call and response Structuring routines using these tools in a street dance style To use practical knowledge to apply actions, space and dynamics relevant to the style.
Vocabulary	Narrative Characters Character relationships Expression Energy Strength Audience	Narrative Motif Gesture Facial expressions Characterisation Musical theatre Isolations Formations Levels Dynamics Portray Transition	Street dance Choreographic devices Actions Space Dynamics Call and Response Retrograde Accumulation
Assessment	Performance within characterisation and as part of a duet/group/ensemble performance. Group work creating choreography and sequences will be the formative assessment as the students will have to adapt all of the key dance terms	Progress will be formatively assessed through teacher's observations of students' performance, engagement in choreographic and appreciation tasks. Use of questioning/discussion to observe knowledge and understanding. Summative assessment on group sequences linked to Naughty from Matilda Jr.	Performance within a group/ ensemble, demonstration and application of choreographic devices. Contribution to the improvement of their own and others work will be assessed throughout the unit in addition to an end of the unit knowledge review.

	in their choreography and know how to apply and demonstrate this successfully		
Subject: Year 9 Dance			
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, we aim 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.			
	Scheme 1: Cultural dance	Scheme 2: West Side Story and Capoeira	Scheme 3: Responding to a stimulus
Acquire	Pupils will gain an understanding of African and Indian dance styles.	Pupils will gain an understanding of the art of Capoeira and how to use physical movement to show conflict through character relationships.	Pupils will gain an understanding of how to explore various stimuli and create choreography to express the theme.
Apply	Applying African Dance: How to execute grounded movements and isolations. Understanding and following rhythmic patterns -Shaku Shaku, Shoki Shoki and Gwara Gwara 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.	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	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.
Vocabulary	Cultural dance Mudras Motif Extension	Capoeira Latin Musicality Physicality	Political issues Motif Actions Use of space

	Jump Travel Turn Gesture Stillness.	Strength Performance	Stimulus Choreography Relationships Unison Canon Repetition Mirroring Call and response
Assessment	Performance focusing on the mastery of the African and Bollywood style within a range of group work/ ensemble pieces. Ongoing collaborative contribution to creative work. Ensemble piece within both styles minimum of 1 minute duration. This unit will uncover all the key elements of each culture and the foundations of the styles.	Progress will be assessed formatively on students' ability to communicate, express and problem solve within given tasks in the development of the piece. Facilitation of interpretative skills to communicate and individually express the style of dance. Use of questioning/discussion to observe knowledge and understanding. End of unit assessment - Ensemble performance and group choreography.	Use of AFL techniques to progress and challenge students in terms of performance skills learned and choreography requirements (responding to a Stimuli/motif). Differentiated tasks employed to develop skills in accordance to individual ability and progress. Interim and final end of unit assessment of the individual application of performance skills learned and collaborative creativity within the given theme.

Subject: Year 10 Dance

Year 10 Curriculum Intent: The Dance department strives to give students a challenging and diverse curriculum that incorporates conceptual level thinking via our theme approach. We are dedicated to encouraging our pupils to use their creativity and individuality to investigate issues using varied styles, language, and creative skills. We aim to create creative, well-rounded individuals who are imaginative, disciplined, inquisitive, collaborative and persistent who think, speak and act like dancers. Pupils study the first component of the BTEC tech award in year 10, they focus upon dance appreciation of different styles reproducing repertoire from a professional dance piece. Pupils learn performance skills, rehearsal knowledge, production roles and evaluation and reflection of skill set to fully realise the contribution to the dance idea. Our curriculum is designed to develop learners through their physical and creative skills. We aim to create a resilient learner who has a thirst for dance and choreography through both a theoretical and practical led curriculum. Our curriculum has core aims such as Performance, Choreography, Appreciation, repertoire and different styles.

	Scheme 1: Component 2	Scheme 2: Component 1	Scheme 3: Component 1
Acquire	Students will gain an understanding of how to perform a professional piece of work linked to a theme.	Pupils will gain an understanding of a professional repertoire.	Pupils will gain an understanding of a professional repertoire.
Apply	Students will develop dance performance skills and techniques from existing repertoire from a professional dance company or choreographer.	To develop the students' understanding of dance techniques, styles, and key elements by examining practitioners' work and the process used to create dance performance.	To develop the students' understanding of dance techniques, styles, and key elements by examining practitioners' work and the process used to create dance performance.

	Pupils will take part in workshops where they will develop technical interpretative performance skills through rehearsal and performance processes. Exploring the key chorus to build a motif. Analysing into context how the dance relates to the linked theme. Analyse how the dance piece links to a theme and the process they required to make it successful	To apply rehearsal techniques into choreographed work. How a motif can evolve and link to a theme. Evaluate a professional repertoire. Watch and discuss through dance appreciation a professional repertoire and evaluate.	To apply rehearsal techniques into choreographed work. How a motif can evolve and link to a theme. Evaluate a professional repertoire. Explore the role of a dancer, the creative intention behind the work, how a choreographer works, what happens during the rehearsal process, and the relationship between performers and the audience. Watch and discuss through dance appreciation a professional repertoire and evaluate.
Vocabulary	Skills Company Interpretation Process Analyse	Repertoire Style Practitioner Performance Techniques Motif Evolve Evaluate	Techniques Styles Elements Performance Choreograph Motif Repertoire Intention Rehearsal Audience Evaluate
Assessment	Final group performances	Portfolio of supporting evidence	Portfolio of supporting evidence

Subject: Year 11 Dance

Year 11 Curriculum Intent: The Dance department strives to give students a challenging and diverse curriculum that incorporates conceptual level thinking via our theme approach. We are dedicated to encouraging our pupils to use their creativity and individuality to investigate issues using varied styles, language, and creative skills. We aim to create creative, well-rounded individuals who are imaginative, disciplined, inquisitive, collaborative and persistent who think, speak and act like dancers. Pupils study the second and third component of the BTEC tech award in year 11, they focus upon dance choreography; reproducing repertoire from a professional dance piece and creating a piece from a given stimulus and brief from the exam board. Written work is embedded in all 3 components with students doing extended writing tasks to demonstrate knowledge of the 3 dance styles, the professional pieces studied, performance skills and rehearsal knowledge, production roles and evaluation and reflection on skill set, contribution and fully realising a dance idea. Our curriculum is designed to develop learners through their physical and creative skills. We aim to create a resilient learner who has a thirst for dance and choreography, through both a theoretical and practical led curriculum. Our curriculum has core aims such as Performance, Choreography, Appreciation, repertoire and different styles.

	Scheme 1: Component 3	Scheme 2: Component 3	
Acquire	Pupils will gain an understanding of performance technique from a professional repertoire.	Pupils will gain an understanding of how to create their own choreography through a set brief.	
Apply	Exploring the key chorus to build a motif Analysing into context how the dance relates to the linked theme. To successfully perform a dance piece to an audience. Analyse how the dance piece links to a theme and the process they required to make it successful. To successfully perform a dance piece to an audience. Students will review and reflect on their process and performance.	To develop original ideas for a workshop performance and will apply skills and techniques to communicate their creative intentions to an audience for a final performance. Apply their knowledge of how to respond to a stimulus, creative processes, choreography skills, technical ability and to apply their performance skills and techniques in response to a stimulus. To implement specific choreographic devices within their piece. To reflect on their rehearsal process identifying their strengths and weaknesses. To understand what the students want to include but prioritise the importance of technique and performance skills.	
Vocabulary	Technique Repertoire Context Audience Skills Company Interpretation Process Review and reflect	Brief Choreography Communicate Intentions Stimulus Response Choreographic devices Reflect and evaluate	
Assessment	Final performance	Final Performance Ideas log Skills log Evaluation	

