**Dance**

**Department Curriculum**

**National Curriculum purpose of study and aims**

**Physical education**

**Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**Aims**

The national curriculum for physical education aims to ensure that all pupils:

* Develop competence to excel in a broad range of physical activities
* Are physically active for sustained periods of time
* Engage in competitive sports and activities
* Lead healthy, active lives.

In relation to Dance, pupils should be taught too:

* Perform dances using advanced dance techniques within a range of dance styles and forms
* Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

**English**

There are links between Dance and English and below are the aims from the national curriculum which we tie in to our curriculum at Bridgewater. Students regularly explain and articulate their ideas and how they can communicate creative intentions of a dance piece. In regards to literature, although we do watch dance works- the students are acquiring knowledge and analytical skills from studying and appreciating professional dance pieces.

**Purpose of study**

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

**Aims**

* The use discussion in order to learn; pupils should be able to elaborate and explain clearly their understanding and ideas

**Dance at Key stage 3 and 4**

**Links with the AQA specification for GCSE PE**

GCSE PE allows students to be assessed in different areas of physical activity and Dance sits within this. At key stage 3 study at Bridgewater, these aims are linked with the GCSE PE specification in both skills and performance.

GCSE PE assessed skills for dance:

* Travel/Locomotion/stepping and pathways.
* Balance (static and/or dynamic).
* Rotation, turning and weight transference.
* Jumps and elevations.
* Gestures and motifs

Students are also assessed on their performance.

Both skills and overall performance are focused upon at key stage 3 Dance. These skills are developed through various styles of dance across the 3-year curriculum in order to not only prepare students for key stage 4 study in Dance but also in PE. Units of work at key stage 3 are sequenced across each year to embed these skills further and allow students progression; study is focused on these skill areas in 3 units of work in years 7 and 8, and 4 units in year 9.

**Key stage 4 Dance study:**

**BTEC Tech award**

Students are assessed in 3 components for the BTEC tech award, these are focused upon Dance appreciation of three different styles of dance (1 this academic year due to covid), 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.

Through key stage 3 dance study, this is embedded within our curriculum to prepare our learners across our 3 core aims; Performance, Choreography and Appreciation. In all three years students learn repertoire from a dance piece, they appreciate, analyse and bring pieces to life, create from a stimulus and demonstrate appreciation, evaluation and reflection through peer assessment and written tasks which are completed after practical assessments. We also conduct regular retrieval practice during Key stage 3 to not only prepare students for their ‘test’ weeks but to also embed knowledge that is needed to ensure good progress at KS3 but is also needed if they opt to take Dance at Key stage 4.

**Bridgewater High Schools Curriculum intent for Dance**

Our curriculum is designed to develop learners through their physical and creative skill. We aim to create a resilient learner who has a thirst for dance and choreography. Through both a theoretical and practical led curriculum, students will gain a thorough understanding of dance and be able to appreciate dance works; both professional and their own through reflective practice. The blocks of study encompass rich vocabulary into lessons offering flexibility into the embodiment of different styles of dance where skills are mapped through years 7, 8 and 9 dependent on needs and ability level. Key stage 3 study prepares our students for the rigours of key stage 4 so they are prepared with an adequate skill base

Our curriculum has the 5 core aims: Performance, Choreography, Appreciation, repertoire and different styles. These are inter linked across the curriculum from Year 7 up to Year 11.

Our curriculum has 5 key aims which are below. Each unit of work across Years 7-11 link to at least one of these strands in their skills development, knowledge and assessment and feed in to one another throughout our curriculum map and Road map. Students see these in their booklets, their assessment pages and throughout PowerPoints as a reminder of the focus’ of each half term.

* Performance
* Choreography
* Appreciation
* Different styles
* Repertoire

**EPA Faculty Curriculum vision**

We want our pupils to be subject experts with solid disciplinary knowledge. Our EPA Curriculum Intent and individual subject Intent, Implementation and Impact clearly show the end point that we want our pupils to reach. Our schemes of work and teaching methods reflect and support this. We want them to act and think as Artists, Dancers, Dramatists and Musicians



The above links to the subjects across the EPA curriculum and each skill is developed throughout our curriculum map.

**Dance**

**Department Curriculum**

**KS3 Curriculum overview: schemes of work and assessment**

**Please refer to the outline and curriculum map for further detail.**

Each unit of work across year 7/8/9 focuses on performance and/ or choreography with key strands that are developed across the three years. Our core aims of performance, choreography and appreciation are interlinked across Years 7,8 and 9.

**Year 7**

To introduce and develop knowledge of choreography and performance skills through different styles of dance for example, musical theatre, contemporary and street dance. Choreographic tasks range from selecting movement already given to students or creating new ideas that link to a give stimulus, e.g. WW2. Students will undertake short written tasks to highlight their knowledge, appreciation, contribution, reflection and evaluation.

**Year 8**

To embed more complex knowledge of choreography and performance skills through different styles of dance and to prepare students for KS4 dance. Students study styles of dance such as contemporary dance, capoeira, repertoire from professional works and Lindy Hop. Students will also create apiece from a given stimulus to develop their independence and team working skills whilst realising a choreographic idea. Students will undertake short written tasks to highlight their knowledge, appreciation, contribution, reflection and evaluation.

**Year 9**

To prepare learners further for KS4 dance. They will cover topics similar to BTEC Dance as well as preparing them for the Performing Arts exam at the end of year 9 (BEE Award). Students will further embed their choreographic and performance knowledge by studying styles and schemes such as Rock and Roll, Contemporary dance and Physical skills. They will also study a professional work to develop analytical knowledge as well as learning techniques such as stage combat and realising a work from a stimulus. Students will undertake short written tasks to highlight their knowledge, appreciation, contribution, reflection and evaluation.

Dance at Key Stage 3 offers a varied, exciting approach to dance which falls in line with the PE National Curriculum as well as appreciating a deeper side of choreography through appreciation. The main areas of development are performance, choreography, reflection and evaluation and analysis (appreciation) of a professional work. This not only matches the PE National Curriculum but also reflects the main Areas of Study for BTEC Dance at key stage 4. Within each topic per year group, there are three units that focus on performance and 3 to 4 units that focus on choreography. Within each one of those topics, students are required to learn a series of key vocabulary and dance terminology. They also learn contextual knowledge about the dance style that they are studying. It is then a combination of their practical work, contribution and response to feedback which forms their assessment for each topic.

**Missed learning: Covid 19**

Although practical work was encouraged (pre-recorded videos on our YouTube channel and use of live Teams teaching) throughout the various lockdowns due to covid 19, we are very well aware that there has been a lot of missed learning. To support this on the return to school, we have implemented lots of retrieval practice in every lesson (even more so in Year 7 (2020-21), as well as changed to the order of the schemes of work at KS3.

**KS3 2020-21**

*Students in Year 7* did a virtual Lion King performance instead of a live one, They started at Bridgewater with a great grounding of key dance skills with ‘Dance alphabet’ which has helped them to understand the key components of dance which they have used throughout the year.

*Students in Year 8* missed out on a street dance unit in the first lockdown and the skills and knowledge that this entailed. To counter act this, we incorporated this in to the Year 8 curriculum instead of ‘S for Success’ which focuses on choreography. The street dance unit was adapted to incorporate choreography but also covering the key skills and knowledge from Street dance.

*Students in Year 9* missed out on our Zombie unit which focuses on fast footwork, physical and choreography skills. We incorporated this in to the Y9 curriculum but adapted it to suit the complex choreography skills that they would need to implement. The schemes of work changed order and we took out the marketing unit for the last academic year (2020-21) due to bubble restrictions and health and safety with sharing equipment. The performance skills and choreographic knowledge has then been spread across the year within Zombie, Dance appreciation (BLM) and Physical skills. We also arranged for a Freelance dance artist to come in and work with the Year 9 optee students in June 2021 and any other Year 9s who wanted to come along. Annie Keating, a leading dance professional in the local area worked closely with these students during extra-curricular sessions to give them an insight in to the level, difficulty and dance styles that they would do in BTEC Dance study. The skills also helped to prepare them for the BEE award assessment helping them to widen their movement vocabulary for their own choreographies.

**KS3 2021-22**

We have adjusted our curriculum road map after reflecting on the sequencing of our units of work from changes that were made during the last academic year. We continue to develop our self-isolation resources with use of videos to enable students to still access practical work at home and use of regular retrieval practice is embedded to scaffold and develop learning that was missed last year.

Extra-curricular is back with students preparing for shows across the year for Y7/8 and 9.

**KS4 2020-21**

*Students in Year 10* who had opted for dance prior to the first lockdown missed out on workshop opportunities that we usually facilitate to give them an insight in to the level and scope of the course. In the academic year of 202-21, we have utilised the use of the YouTube channel and Teams to ensure that they can always refer to the resources on here. Students have also received 1-1 support for their Component 1 coursework, after school and during Core PE lessons. We have adapted our last terms work so that they are studying other professional dance works to prepare themselves for Comp 3 as well as developing choreography skills and knowledge that they need to know for the external examination.

*Students in Year 11* (2020-21) were able to do Zoom lessons on Teams as this software was better than Teams for the movement quality. They received a lot of 1-1 support for their Comp 1 and Comp 2 coursework and I utilised the ITT students to support the Comp 3 exploration (ex-student did A level dance here).

**KS4 2021-22**

Planning has been adapted to support the missed learning for both Year 10 and 11 students.

*Students in Year 10*

Have reduced number of works to study and the overall year plan has changed to develop more integration and understanding of appreciation and developing knowledge and creative intentions.

*Students in Year 11*

We have constructed a new map for Year 11, in the autumn term they will spend time developing performance and technique with one member of staff whilst also developing choreographic knowledge in a mini mock. The December mock is led out over a longer period of time and becomes a ‘walking talking mock’ so students have the knowledge and understanding of the whole examination. Missed learning is being supported through after school intervention with key pupils being prioritised; as well as use of core PE slots for intervention within the school day where timetables allow.

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Enrichment and extra opportunities (when restrictions allow)

Throughout the academic year there are regular opportunities for our dancers to get involved in performances, trips and extra lessons at both Key stage 3 and 4.

Trips and visits

* March - KS4 London ‘Move it’ trip workshops & performances
* April: New York EPA Performing Arts Trip
* May/ September: Warrington Wolves Pitch performance alongside 300 other community dancers Years 9/10/11.
* Theatre trips: as/ when throughout the year when staffing allows
* Spring term: Year 9 KS4 optee dancers. Workshop with a local freelance dance practitioner to build relationships/ performance skills and technique in preparation for BTEC dance. To also create a piece for the dance show.
* School Production: Performing and choreographic opportunities
* Summer term: Oscars show at the Brindley theatre. TCAT schools invited this year as well as AT dance as links with NXH/ TAP and numerous BHS students
* All the worlds a stage: BTEC showcase KS4
* TCAT showcases- across the year
* Community performances: Warrington Shopping Mall- Christmas.
* Comic relief: Biggest dance class events (March)
* Arts Show: July
* Workshops with visiting practitioners: Throughout the academic year

Extra Classes

* Rehearsals & intervention for BTEC practical exam performance
* Lunch rehearsals for KS3: BEE Award and show preparation
* 1-1 sessions for selected Year 11 students after school
* 1-1 intervention in core PE times for selected Year 11 students
* January: Invitations to Y9’s considering opting for dance for a dance workshop with NXH. Insight in to KS4 study.
* Oscars Dance show rehearsals

Enrichment (when restrictions and staffing allows)

* Y7 Dance club
* Year 8/9 Dance club
* KS4 Practical intervention
* KS4 Theory Intervention (as and when required)
* Rehearsals for all school productions (see Other)
* Y11 practical intervention: Early morning sessions (1-1s)

Other performance opportunities

* KS4 Exam Performance Evening
* Student leadership – choreographing of pieces
* Lion King Y7 transition production
* Oscars dance show: Brindley theatre.
* Winter Wonder showcase: KS3/4 dancers
* Links with the Warrington Wolves foundation and culture Warrington: regular invitations to watch shows at The Pyramid and Parr Hall
* School productions: every other year as a whole EPA faculty
* Links with Priestley College: performance opportunities, student invitations to shows.
* July 2018: First TCAT summer Solstice set up by NXH. Looking to develop these links further and host this every other year.

**Dance**

**Department assessment**

Key stage 3: Students are assessed formally every half term

Key stage 4: Continual informal assessment with regular feedback, more recently this has been done via ‘Voice note’ feedback. Formal assessments at least 1 per half term.

At key stage three, these are practical with short written tasks embedded to evidence contribution, appreciation and learning and development of a unit of work (style).

At key stage 4 these will vary between written or practical QMA’s. Mocks are embedded at the end of year 10 and at the end of the Autumn term of Year 11 for practical and/ or written work. Practical mocks are done in the Autumn term of Year 11 and a preview evening is conducted for the externally marked work where there an audience can be present. Students perform their final practical examination in a professional setting with the use of several production elements to highlight their creative intentions and to demonstrate their realisation of a brief set by the exam board.

**Standardisation and feedback**

As Head of department I do informal drop-ins of lessons regularly (where timetable allows) and where inconsistencies are seen meetings are done to discuss with members of staff during KIT time. This has been utilised greatly over the last 2 years due to a non-specialist taking on some teaching of KS3 dance.

In supporting non-specialist teachers, the use of challenge cards that cover a range of steps have been created for non-specialists to develop their subject knowledge via independent CPD and through KIT time with NXF. These are also encouraged to be utilised with high ability students so that they get continually challenged.

Lesson observations and work scrutiny is also done periodically throughout the year.

**Key stage 3**

At key stage 3, regular department meetings are held (once a month) to discuss student progress, concerns and schemes of work. For new members of staff or new schemes, dual assessment is arranged with the head of department and the new member to walk through the assessment and mark together to ensure there is a clear standard across the department.

Regular verbal feedback is given to all students in most lessons, they will also receive ‘mid-way’ feedback part way through a unit in line with the whole school policy in a www/ebi format. Students know how to improve for the assessment and in each studio, there is a challenge wall to extend learning and development. (NB: Due to bubbles rooming has changed).

The school and department marking and feedback policy is also utilised with the written tasks in dance booklets (designed in house) and for practical feedback. All students know how to improve for their next assessment and are told their areas of strengths and development. All students should know their AWOL target area.

To allow for consistency across the curriculum, we discuss and teach various practical elements and we are utilising the EPA YouTube channel for CPD/ so new and non-specialist teachers can check the practical work if they have queries as/ when they wish. As a team we all contribute to this resource.

**Key stage 4**

At key stage 4, regular feedback is given in both verbal and written formats. With the nature of the BTEC specification formal feedback is unable to be given to coursework so the use of verbal, and regular folder checking with www/ebi format is given. The use of voice memo’s has proven successful during covid-19 and this is a strategy that we are going to continue to use.

Again, the school and department marking policy is utilised in both practical and written work with the use of in-house designed booklets for each unit of study or the use of exercise books. Students are given examples of exemplar work and know the grading criteria for all schemes of assessment.

Where restrictions allow, we hold practical ‘preview’ evenings prior to the final practical exam where the whole department watch and give detailed feedback on how to improve in their performance and creative intentions of the piece. Parents are invited to informal performances such as these so students can share their work. This has obviously been subject to the ever changing situation with covid-19 and other measures are put in place when this has not been possible.

**Dance Department Marking Policy 2021-22**

**Aim:** To ensure consistency across the department in giving feedback in written and practical tasks whilst employing the whole school policy

* To follow the school policy in regards to timely feedback given prior to and after assessments to support and extend learning; this will be individual to the group/ student in whatever you as the teacher deems appropriate at that time. This can be verbal feedback with students/ teacher recording on note paper and saved in their class pocket or drawer (LS) or in their dance folder (US)
* To follow the school policy of using a highlighter to highlight any incorrect spellings and to write ‘S’ next to them, use of a question mark to highlight anything that is unclear and the use of ‘P’ for any punctuation errors, W for wrong wood used and C for incorrect use of capital letter.
* Please ensure written work is marked within two weekly lessons from the lesson that the task was completed. Feedback can be whatever you find appropriate in terms of the unit of work, i.e. asking for more detail/ explaining points further, giving more examples and/ or spelling mistakes. There should always be a way that the work can improve.
* At the end of marking KS3 assessment sheets, please detail what went well (WWW) and even better if (EBI) in relation to the aims of the scheme of work. This to be used where appropriate in practical worksheets/ booklets for KS4 also.
* Students to then respond to your feedback where it is appropriate for yourself within that unit of work (e.g. at the end of the unit in a reflection lesson, or mid-way through a unit of work). They should answer any questions that you have asked, given more detail and corrected any spellings clearly. Please then check that this has been completed.
* Please ensure marking is up to date as/ when appropriate to when the work was set so students can receive timely feedback and respond to written feedback within their booklets. KS3 sheets have been adapted to ease workload but please make sure you are aware of the KS3 booklets so these are kept up to date.
* KS4: Booklets/ Books with timely feedback (within 2 weeks of work set) that uses KS4 terminology. To follow the whole school marking policy. BTEC guidelines insist that no written feedback is put on students’ work so this can be done in a workbook for students to individually record. Use of voice feedback emailed to students’ school email where appropriate if this works better for you.
* Throughout the year please ensure that all marks for all QMA’s are recorded on to the SIMS mark sheets- All mark sheets have been updated to suit AWOL/ fortnightly classes and new SOW for both KS3/4.

Organise marking of physical work as you see appropriate/ feel safe to do so during covid-19 leaving booklets for a 72 hour period when you/ students have touched them. Please see me with any queries.

