



BRIDGEWATER
HIGH SCHOOL
LEARNING WITH PRIDE AND JOY



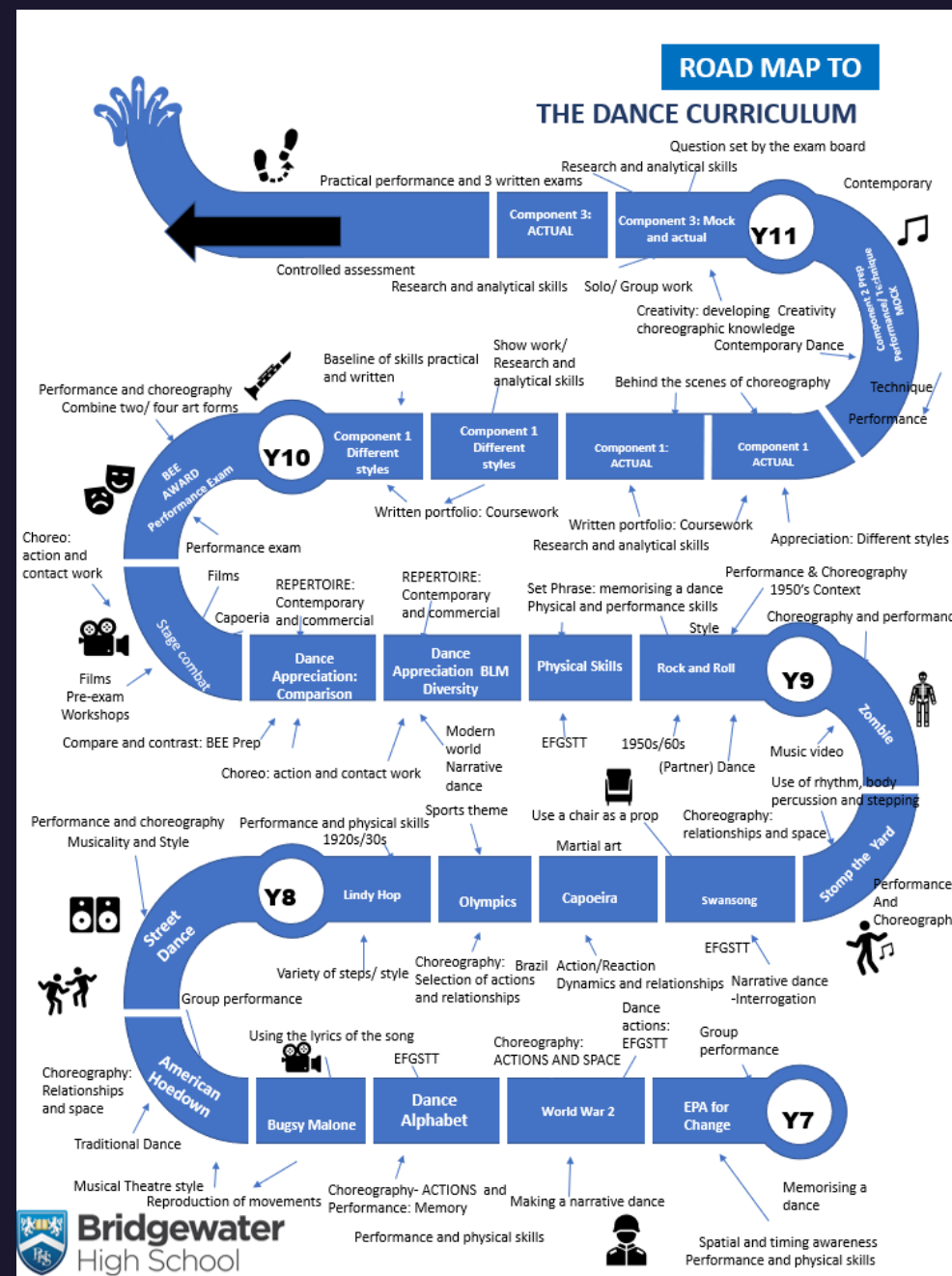
THE BRIDGEWATER BATON DANCE



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The Bridgewater journey in DANCE

Our “Roadmap” for this subject:

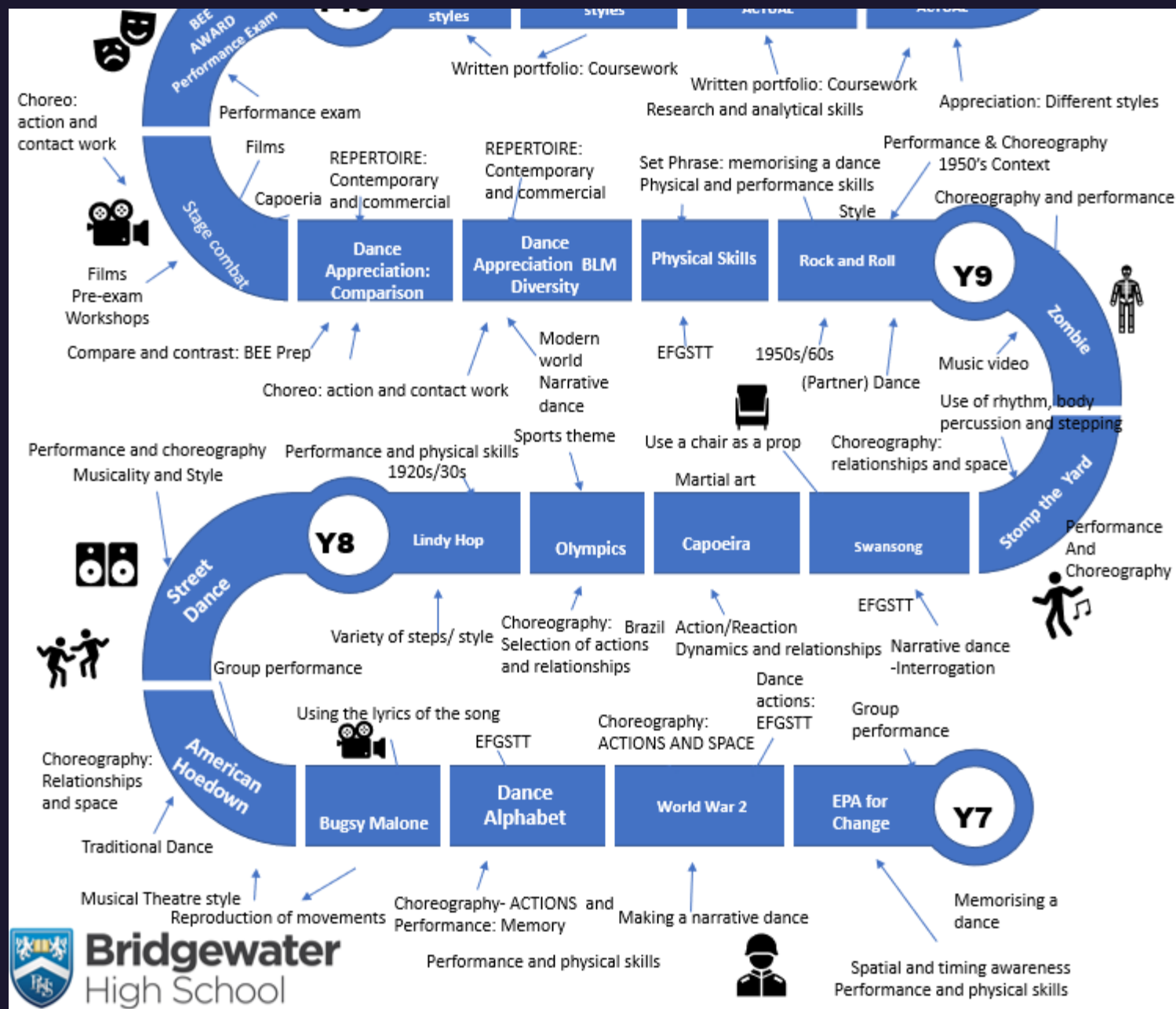




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The Bridgewater journey in DANCE

KS3 in particular:





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Further information for **DANCE** can be found at:

<https://bridgewaterhigh.org/key-stage-3-subjects/>

Within the CURRICULUM
INFORMATION table there are links
to each subject's:

- Curriculum Intent statement
- Curriculum map
- Road map
- Assessment statements



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At KS1 and KS2 **DANCE** is studied within the **PE** national curriculum.

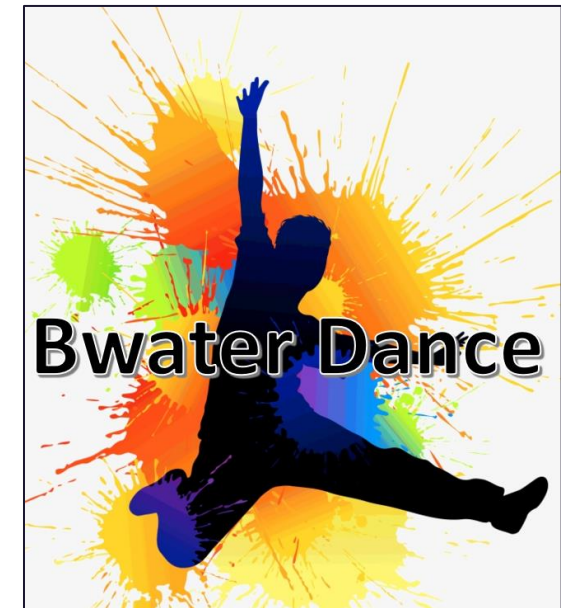
The aim of the curriculum is to gain high-quality physical education which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.

The national curriculum for **PE** 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:

- ☐ 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





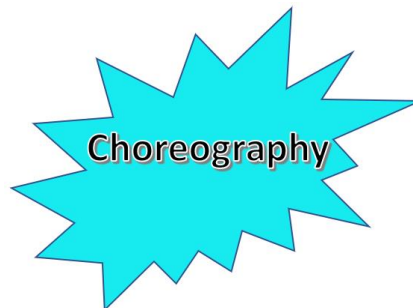
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Our KS3 curriculum intention for **DANCE** states that:

Bridgewater High School KS3 Dance curriculum is programmed to extend upon the PE national curriculum targets and aims as it is taught as a bespoke independent subject as part of the Expressive & Performing Arts faculty.

Bridgewater High School Dance 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 to successfully achieve at BTEC level.

We have 5 core areas that are cover in our Dance curriculum, these are:





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In Dance, it is particularly vital for us that pupils arrive with an experience of:

- ☐ Having performed dances together as a class or within a small group context in front of an audience/peers.
- ☐ Understand what movement is through Action, Space, Dynamics and Relationships.
- ☐ Performed dances using a variety of accompaniment.
- ☐ Be able to reflect, comment and compare performance of self and of others.

In Dance, to truly succeed at Bridgewater, pupils should arrive with a knowledge of:

- ☐ The six basic dance actions: Elevate, Fall, Gesture, Stillness, Turn and Travel.
- ☐ Creating and performing own choreography by communicating a chosen theme of topic studied at KS1/2.
- ☐ Choreography, performance, physical skills, performing different dances styles and being able to appreciate other professional dance works



In **Dance**, key vocabulary which we use at Bridgewater includes the following:

Key Performance Skills		
1	Timing	<i>How well a dancer can find the beat in the music and is in time with musical and other dancers cues</i>
2	Projection	<i>The energy the dancer uses to connect with and draw in the audience. Making movements bigger to invite the audience in.</i>
3	Sense of style	<i>This is how a dancer interprets the stylistic features of the style of dance or music.</i>
4	Focus	<i>Focus is where you are looking when doing certain movements</i>
5	Facial expressions	<i>Use of face to show mood/ character or story</i>

Key Physical Skills		
1	Extension	<i>Lengthening one or more muscles/limbs.</i>
2	Co-ordination	<i>Moving one or more body parts at once.</i>
3	Balance	<i>On one body part, in a shape, and with another dancer</i>
4	Control	<i>Control of your body or body parts while dancing</i>
5	Action accuracy	<i>Jump, turn, gesture, stillness, leap, fall, lunge, kneel, roll, slide, punch, kick, contract, plie, push and pull.</i>
6	Space accuracy	<i>Levels, directions, pathways, shapes, designs and patterns.</i>
7	Dynamic accuracy	<i>Fast, slow, smooth, jerky, soft, controlled, sharp, swing, fall and flick</i>

Key words	
Canon	<i>The same movement repeated one after the other</i>
Formation	<i>Standing in a circle, triangle, line and square</i>
Pathways	<i>Circular, crossing over and direct</i>
Transitions	<i>Linking movements</i>
Movement memory	<i>A physical representation of the memory of the movement of a dance</i>



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Further support for you in **DANCE**

CONTACT – Nicola Fleming: Head of Dance:

n.fleming@bridgewaterhigh.com

We are pleased to offer the following to support your music provision and transition:

- Dance classes after school for KS2 pupils here at Bridgewater
- Teacher visits to meet with your staff
- Teacher visits to deliver one-off lessons
- 'How to' videos to create movement from a chosen theme or topic studied at KS1/KS2