

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

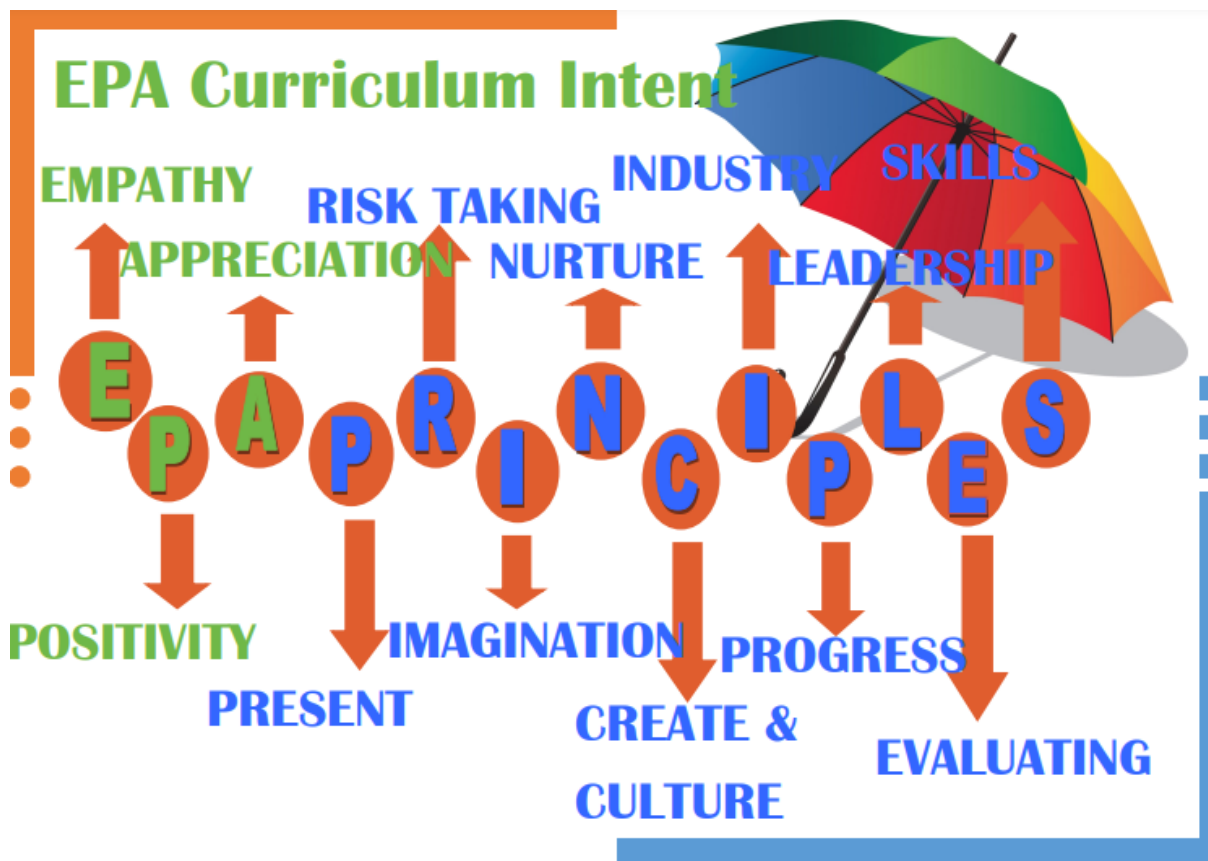
Our curriculum has the 5 core aims: Performance, Choreography, Appreciation, repertoire and different styles. These are inter linked across the curriculum from Year 7 up to Year 11.

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.

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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 given 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 a piece 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.

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Enrichment and extra opportunities (when budgets 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
- Various times during the year: 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
- Our Oscars show at the Brindley theatre which takes place every other academic year.
- All the worlds a stage: BTEC showcase KS4
- TCAT showcases- across the year
- Community performances: Cockhedge shopping centre, site specific performances in Town centre.
- 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 (as/ when necessary)
- January: Invitations to Y9's considering opting for dance for a dance workshop with NXF. Insight in to KS4 study.
- Oscars Dance show rehearsals

Enrichment (when staffing allows)

- Y7/8 Dance club
- Upper site dance club (9/10/11)
- KS4 Practical intervention
- KS4 Theory Intervention (as and when required)
- Rehearsals for all school productions (see Other)

Other performance opportunities

- Student leadership – choreographing of pieces
- 7 EPA for Change 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.

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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 as part of BTEC coursework. 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. 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.

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 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.

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 memos has proven successful, 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.