**Curriculum Intent**

Within the LPSB Dance Department our curriculum focuses on the three strands of Dance – **Performance, Choreography and Critical Appreciation** in whichwe aim to develop dancers who are **confident, creative, collaborative and reflective dancers**.In Dance, students increase their cultural capital through the study of a range of dance styles from across the globe and professional Dance works within the classroom, extra-curricular, workshops and theatre trips. **Teamwork and communication are at the heart of the Dance Department, where students build their confidence together and individually.**

**We pride ourselves on developing students’ physical and mental health, providing a fun and safe environment in which the ‘Whole Child’ can flourish.**

**Curriculum Implementation**

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|  | **Autumn 1** | **Spring** | **Summer** |
| 2 x practical lessons | 1 x practical/theory | 2 practical lessons | 1 theory lessons | 2 practical lessons | HT6 |
| **Year 10** | **BROAD** | Core content, knowledge and skills | Introduction to choreography skills – ActionsDynamicsSpaceRelationshipsStudents to develop understanding of components of movement and developing a motif\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Emancipation of Expressionism** **(E of E)**Focusing on 3 sections of E of E:* Genesis –the very beginning - start to 51 secs and Ninja Walk – 51 secs to 2 min 12secs
* Growth and struggle – starts at 2 min 15secs to 3 min 30 secs
* Empowerment - From 6 min 30 secs to the end

Areas of focus:* Movement – learning motifs – linking to ASDR, choreographic devices used.
* Stimulus and choreographic approaches
* Writing down motifs and linking to stimulus and CI
 | Introduction to physical, expressive and mental skills Students to be taught phrases\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Emancipation of Expressionism****1 x theory lesson:*** Costume
* Lighting
* Set
* Sound
* Recap movement

  | Shadows by Christopher BruceStudents to learn repertoire from the piece and develop choreography skills:* Use stimulus to develop own choreography
* Develop contact work skills
* Communicating emotions/ relationships through movement

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Preparation to perform two pieces in the annual Dance show in the middle of March. |   **Shadows****1 x theory lesson:*** Costume
* Lighting
* Set
* Sound
* Recap movement

Sections:* Son’s solo
* Daughter’s solo
* Father and son duet
* Ending

Students to be introduced to 6 marker question. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Students to complete Section B questions about performance, physical and mental skills using the performances from the dance show  | Year 10 Exam preparation – 2 weeks on section A and B – mix of practical and theory**A LInha Curva** - for 3 weeks Learning the key motifsFocus on relationships and choreographic devices Learning Within Her Eyes: for 2 weeks then set them off on duet choreography assessment project – they do the rest of term for homework Area of focus:* Use of camera
* Sight sensitive work
* Structure and form – different structures and use of climax
* Contact work/duets
* Choreographic process

Students to go through choreographic process as a mini version of choreography assessment in year 11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Complete Within Her Eyes – practical work Professional workshop with James Cousins companyCoursework: Set phraseStudents will learn a short solo set by exam board and this will be filmed for their coursework.  | Year 10 exam preparation – section C - 2 lessons Study of Shadows and E of EPerformance, mental and Physical Skills3 lessons on theory A Linha Curva\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Within Her Eyes****1 x theory lesson:*** Costume
* Lighting
* Set/performance environment
* Sound
* Movement
* Use of camera

Sections:* Prologue
* Beginning
* Flow One
* Flow Two
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| **COHERENT** | Prior knowledge required to access this unit | Understanding of actions, dynamics, space and relationships – covered in KS3 Dance  |  Understanding of physical and expressive skills developed in KS3 but do not need to know terminology prior to course | Understanding of choreography skills  | Physical and expressive skills studies in term 1 |   |    |
| Assessment |  Build sequences into mini choreography piece to be assessed before Oct half termSome theory within practical lessons to learn ADSR terminologyE of E dance – completed by Xmas | Theory test on E of E  |  Shadows performance in the Dance show  |  Theory test on Shadows Section B  | Video performance of Within Her EyesSet phrases assessment  |  Year 10 Written exam  |
| **EMPOWERING** | Key vocabulary |  **See glossary – Choreography Skills** [GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/%3Aw%3A/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) |  See glossary –Performance Skills E of E – production features key words - see glossary[GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/%3Aw%3A/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) | Choreography and Performance skillsProduction features key vocabulary [GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/%3Aw%3A/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) |  Choreography and performance skillsProduction features key vocabulary[GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/%3Aw%3A/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) | [GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/%3Aw%3A/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) |   |
| **CHALLENGING** | Super curricular recommendations | * **Go and see a dance show at Sadler’s Wells Theatre** [**Welcome to Sadler’s Wells (sadlerswells.com)**](https://www.sadlerswells.com/) **-** Hosts a variety of dance works from contemporary to hip-hop companies.
* [**https://www.ted.com/talks/wayne\_mcgregor\_a\_choreographer\_s\_creative\_process\_in\_real\_time**](https://www.ted.com/talks/wayne_mcgregor_a_choreographer_s_creative_process_in_real_time)Watch this video and learn about the choreographic process from professional choreographer, Wayne McGregor

•**Visit Pineapple Dance Studio or Danceworks and take part in a dance class if you can.**  [Pineapple Dance Studios - The Home of Dance in London Pi](https://www.pineapple.uk.com/)neapple Dance Studios is a dance studio complex, performing arts school and dancewear brand, based in London. [**https://danceworks.com/**](https://danceworks.com/)* Visit Italia Conti Virtual on YouTube for contemporary dance technique classes**:** [**https://www.youtube.com/playlist?list=PLXSToRkLrp7KX9Ejs-uAf68NrX9IUFT0A**](https://www.youtube.com/playlist?list=PLXSToRkLrp7KX9Ejs-uAf68NrX9IUFT0A )
* Attend year 10 dance club and volunteer to help with a KS3 dance club
* Read/watch the interviews with each of the choreographers of the GCSE set works to gain a deeper understanding of the choreographer's starting point/stimulus for the dance and the process they went through to create the piece: [GCSE Dance Anthology videos and resources](https://lplt-my.sharepoint.com/%3Af%3A/g/personal/scrawford_lpsb_org_uk/Ev01UvEpa7FKsRTQfD2B5wEB7JQtpAQwEEaNty850lds5w?e=mzoL6P)
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|   | **Autumn** | **Spring** | **Summer** |
| 2 practical lessons | 1 theory lesson | 2 practical lessons | 1 theory lesson | HT5 | HT6 |
| **Year 11** | **BROAD** | Core content, knowledge and skills |  Performance Coursework - Second set phrase – Shift Students will learn a short solo set by exam board and this will be filmed for their coursework – Beginning of October Recap of physical, expressive and mental skills. Introduce technical skills Performance coursework - Students to learn the trio and perform this to be filmed – end of November. December – workshops each choreography stimulus in preparation for choreography coursework  | **Infra** **1 x theory lesson:*** Costume
* Lighting
* Set
* Sound
* Movement

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Recap written paper Section B questions using trio and set phrase.Preparation for TES1 | Choreography coursework (30%) Students paired up or work alone to create their choreography piece. Each choreographer allocated a lesson per week plus a P6 session  | **A Linha Curva** **1 x theory lesson:*** Costume
* Lighting
* Set
* Sound
* Movement

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Artificial Things** 1 x theory lesson* Costume
* Lighting
* Set
* Sound
* Movement
 |  Preparation for Written paperCompare and contrast the set worksSection B reflection on choreographySection A – theoretical choreography  |   |
| Extra-curricular opportunities |   |
| Ways the Y7 curriculum goes beyond the national curriculum |   |
| **COHERENT** | Prior knowledge required to access this unit |  Development of physical, expressive, mental and technical skills through year 10 to be able to perform set phrase and trio.  |  Knowledge of key words to describe production features  |  Students will have workshopped each of the 5 stimulus set by exam board |   |  Knowledge of all 6 set works  |   |
| Assessment |  Set phrase – Breathe and Shift (15%)Trio (15%) |   |   |   |   |   |
| Points when this knowledge/these skills will be revisited |   |
|   |   |   |   |   |   |
| **EMPOWERING** | Key vocabulary |  Physical, expressive and technical skills Chorography skills[GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/%3Aw%3A/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) |   key words to describe production features[GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/%3Aw%3A/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) |  Choreography skills [GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/%3Aw%3A/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) | key words to describe production features[GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/%3Aw%3A/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) |   |   |
| Opportunities to engage with different cultures/perspectives/voices |   |
| Relevance to real world and careers |   |
| **CHALLENGING** | Homework |   |   |   |   |   |   |
| Super curricular recommendations | * Watch other works by the GCSE choreographers – Itzik Galili, Christopher Bruce, Kenrick H20 Sandy, Matthew McGregor, James Cousins, Lucy Bennett
* Take part in dance classes outside of school - [**Pineapple Dance Studios - The Home of Dance in London Pi**](https://www.pineapple.uk.com/)**neapple Dance Studios is a dance studio complex, performing arts school and dancewear brand, based in London. or** [**https://danceworks.com/**](https://danceworks.com/)
* **Visit Italia Conti Virtual on YouTube for contemporary dance technique classes:** [**https://www.youtube.com/playlist?list=PLXSToRkLrp7KX9Ejs-uAf68NrX9IUFT0A**](https://www.youtube.com/playlist?list=PLXSToRkLrp7KX9Ejs-uAf68NrX9IUFT0A )
* Attend KS4 dance club and volunteer to help with a KS3 dance club
* **Go and see a dance show at Sadler’s Wells Theatre** [**Welcome to Sadler’s Wells (sadlerswells.com)**](https://www.sadlerswells.com/) **- Hosts a variety of dance works from contemporary to hip-hop companies.**
* Read/watch the interviews with each of the choreographers of the GCSE set works to gain a deeper understanding of the choreographer's starting point/stimulus for the dance and the process they went through to create the piece: [GCSE Dance Anthology videos and resources](https://lplt-my.sharepoint.com/%3Af%3A/g/personal/scrawford_lpsb_org_uk/Ev01UvEpa7FKsRTQfD2B5wEB7JQtpAQwEEaNty850lds5w?e=mzoL6P)
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