**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 – Actions  Dynamics  Space  Relationships  Students 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 Bruce  Students 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 motifs  Focus 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 company  Coursework: Set phrase  Students 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 E  Performance, mental and Physical Skills  3 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 |
| **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 term  Some theory within practical lessons to learn ADSR terminology  E 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 Eyes  Set phrases assessment | Year 10 Written exam |
| **EMPOWERING** | Key vocabulary | **See glossary – Choreography Skills**  [GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/:w:/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/:w:/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) | Choreography and Performance skills  Production features key vocabulary  [GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/:w:/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) | Choreography and performance skills  Production features key vocabulary  [GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/:w:/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) | [GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/:w:/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/:f:/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 paper  Compare and contrast the set works  Section B reflection on choreography  Section 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 |  | | | | | |
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| **EMPOWERING** | Key vocabulary | Physical, expressive and technical skills  Chorography skills  [GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/:w:/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) | key words to describe production features  [GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/:w:/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) | Choreography skills  [GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/:w:/g/personal/scrawford_lpsb_org_uk/EftkDRGvEMJLvlaOjZzvUeUBKTopehyPXOcI6xqU9mCYvg?e=iwf29I) | key words to describe production features  [GCSE Dance Glossary.docx](https://lplt-my.sharepoint.com/:w:/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/:f:/g/personal/scrawford_lpsb_org_uk/Ev01UvEpa7FKsRTQfD2B5wEB7JQtpAQwEEaNty850lds5w?e=mzoL6P) | | | | | |