



KS3 Curriculum overview: Dance

Why do we study Dance at The Earls High School?

The Study of Dance at The Earls provides students with the opportunity to develop a range of skills, which will benefit them beyond the studio and the classroom. It enables students to develop their self-motivation, self-discipline, expressive communication and to keep fit. Students refine their ability to critically analyse, develop creativity, confidence, and the ability to work collaboratively.

What skills and knowledge do we anticipate students will have in this subject before they begin at The Earls High School?

Provision of dance at our feeder primary schools is varied. Some students may attend dance classes on the evening/weekends competitively, whilst other may have had no exposure to dance. We accommodate this by vastly differentiating work to provide a curriculum that is accessible to all.

What skills and knowledge would we like students to have in this subject at the end of their time at The Earls High School?

- The performance of a variety of dance styles as part of a group, with opportunities for solo work for those who wish to extend themselves.
- To be able to create choreography in a variety of styles, to set briefs.
- To be able to analyse dance performances successfully using a common conceptual framework.

Year 7 Curriculum Map: Dance

| Autumn / Spring Term | Spring / Summer Term |
|---|--|
| <p>UNIT 1 – To learn about the basic principles of dance using ASDR (action, space, dynamics, relationships).</p> <p>Students learn the key terminology and apply this to create a dance in a contemporary dance style. Students will then learn the basic principles of development of dance using choreographic devices, to create a final performance piece in groups.</p> <p>Key skills:</p> <ul style="list-style-type: none">• Movement memory• Accuracy of movement• Timing• Application of unison and canon• Correctly using specialist language. <p>Main home learning tasks: Research of key terminology, watching relevant performances, practical rehearsal.</p> <p>Key assessments: A group performance, demonstrating ASDR and choreographic devices.</p> <p>Assessment conditions: Performances will be assessed through class performance and peer assessment conditions.</p> | <p>UNIT 2 - To analyse dance performances from popular icons such as Michael Jackson and Beyonce and apply these stylistic features into a performance.</p> <p>Students will learn choreography in the style of some popular icons and create a final performance including their own icon from a select list. They must include some of their own choreography, aiming to keep in the correct styles studied.</p> <p>Key skills:</p> <ul style="list-style-type: none">• Movement memory• Accuracy of movement• Creativity through research• Performance skills• Application of theoretical knowledge. <p>Main home learning tasks: Research of key terminology, watching relevant performances, practical rehearsal.</p> <p>Key assessments: A group performance, demonstrating correct application of pop icon styles and including some of their own choreography. A paper to show theoretical underpinning of practical skills.</p> <p>Assessment conditions: Performances will be assessed through class performance and peer assessment conditions. Independent paper in silent, exam conditions.</p> |

Year 8 Curriculum Map: Dance

| Autumn / Spring Term | Spring / Summer Term |
|---|---|
| <p>UNIT 1 - To learn motifs and develop them using Merce Cunningham's chance dance techniques.</p> <p>Students will learn key movements and then develop them using a variety of chance methods such as dice and changing the aural setting. Analyse professional dance of Merce Cunningham and modern use of chance dance.</p> <p>Key skills:</p> <ul style="list-style-type: none">• Application of stylistic features of Merce Cunningham• Analysis and interpretation• Movement memory• Collaboration• Performance skills. <p>Main home learning tasks: Research of key terminology, watching relevant performances, practical rehearsal.</p> <p>Key assessments: A group performance, demonstrating application of chance dance.</p> <p>Assessment conditions: Performances will be assessed through class performance and peer-assessment conditions.</p> | <p>UNIT 2 - To learn and develop one of the GCSE set phrases, <i>Breathe</i> and create a group dance.</p> <p>Students will learn sections of the set phrase which they must accurately recall and perform. In small groups, they will then apply choreographic devices to develop and create further choreography to create a final performance piece.</p> <p>Key skills:</p> <ul style="list-style-type: none">• Accuracy of movement• Application of choreographic devices• Collaboration. <p>Main home learning tasks: Research of key terminology, watching relevant performances, practical rehearsal.</p> <p>Key assessments: A group performance, demonstrating correct application of GCSE Set Phrases and including some of their own choreography. A paper to show theoretical underpinning of practical skills.</p> <p>Assessment conditions: Performances will be assessed through class performance and peer assessment conditions. Independent paper in silent, exam conditions.</p> |

Year 9 Curriculum Map: Dance

| Autumn / Spring Term | Spring / Summer Term |
|--|---|
| <p>UNIT 1 - To learn a phrase of movement from professional performance from the GCSE Anthology: Emancipation of Expressionism. This is in a street/contemporary style fusion.</p> <p>Students will learn a motif from the professional work. In groups they will then refine this performance and include some of their own choreography in a street/contemporary style to create a final performance piece.</p> <p>Key skills:</p> <ul style="list-style-type: none">• Accuracy of movement• Application of stylistic features in 2 styles of dance• Performance skills• Collaboration. <p>Main home learning tasks: Research of key terminology, watching relevant performances, practical rehearsal.</p> <p>Key assessments: A group performance, demonstrating the fusion of street and contemporary styles, and development through the application of choreographic devices.</p> <p>Assessment conditions: Performances will be assessed through class performance and peer assessment conditions.</p> | <p>UNIT 2 - To explore different stimuli starting points to create a piece of group choreography.</p> <p>Students will be guided through a variety of different stimuli: visual, kinaesthetic, tactile, ideational. They will then select one as a group and use this as a starting point to create a piece of choreography in a group. They must have a clear choreographic intention and create movement to accurately show this theme.</p> <p>Key skills:</p> <ul style="list-style-type: none">• Analysis and interpretation• Collaboration• Research and creation• Performance skills• Choreographic processes. <p>Main home learning tasks: Research of key terminology, watching relevant performances, practical rehearsal.</p> <p>Key assessments: A group performance, which clearly shows their choreographic intent, including teacher led movement and their own choreography. A paper to show theoretical underpinning of practical skills.</p> <p>Assessment conditions: Performances will be assessed through class performance and peer assessment conditions. Independent paper in silent, exam conditions.</p> |

