



George Abbot School

DANCE CURRICULUM JOURNEY



NEXT STEPS: 6TH FORM TO COMPLETE A LEVEL STUDY IN DANCE FOR TWO YEARS BEFORE MOVING ON TO UNIVERSITY STUDIES.

Focus on the components of the course.

Introduction to Rambert Dance Company and Contemporary Dance as the Set Area of Study. Introduction to American Jazz and Singin' in the Rain as the Option Area of Study.

Topic 6 – Next Steps - Induction to A Level Dance.

Focus on Retrieval – revising key areas of the GCSE course in preparation for the written component.

Justify/ evaluate the choices made by choreographers of works you have studied. What judgements can we make about the impact these choices have on an audience? Focus on recall of facts, how can we explain connections to reveal our interpretations?

In Yr11, students complete the specification and build practical assessment materials in preparation for examination. Students engage in lessons that are focused towards developing their own language for dance by providing the skills and practical tools to enable this.

Infra. Focus on Dance Appreciation. Comparing and contrasting the key features of the works.

Retrieving what we know about our Set Professional Works, how do the constituent features compare/ contrast to other works? How does the choreography communicate the dance idea? How does the choreographer use physical setting to enhance the dance idea?

COMPONENT 2: WRITTEN PAPER: DANCE APPRECIATION EXAMINATION COMPLETION IN TERM 5.

Topic 5 – Component Two: Dance Appreciation.

Topic 4 – Set Professional Work 6: Infra.

COMPONENT 1: NEA PERFORMANCE AND CHOREOGRAPHY PRACTICAL EXAMINATION COMPLETION IN TERM 3

Creating Choreography from a Set Stimulus – exam conditions applied to the creation of the work.

What approaches have Professional choreographers we have studied used to create dance content? Retrieval of the Choreographic Process and its application to a chosen stimulus.

Creating Performance in the style of Set Professional Work 5: Shadows. Learning Dance Appreciation through Performance.

How might we use the dance idea of the Professional Work to inform our own creative work? Who do the dancers represent in the Professional Work? How might we use Performance skills to express a character or dance idea?

YEAR 11

Topic 1 – Component 1: Performance.

Topic 2 – Component 1: Choreography NEA.

'Dance is a powerful and expressive subject that encourages students to develop their creative, physical, emotional, and intellectual capacity, whatever their past experience in the subject be'. Dance is a creative method of communication in an academic curriculum. Within the three year Key stage 4 curriculum, the Yr10 course delivers the main body of the curriculum content for students to advance their skills in the three key curriculum areas of Performance, Choreography, and Appreciation.

Focus on Dance Appreciation. Comparing and contrasting the key features of the works.

Retrieving what we know about our Set Professional Works, how do the constituent features compare/ contrast to other works? How does the choreography communicate the dance idea? How has the use of dancers in the work accentuated the dance idea?

Topic 6 – Set Professional Work 4: Artificial Things.

Focus on the Process of Choreography to build a successful Group performance piece.

What is a stimulus and how might it inform a choreography? Using Research, how might information gathered assist our dance idea? Why can improvisation and Experimenting be used when creating dance content? What is a motif and how can motif phrases be developed? How can Structuring and Form be used in dance? How can the Aural Setting dictate the dance idea?

Focus on Dance for Camera and Site Sensitive work.

What is a performance environment? How can the performance space inform our understanding of a dance work? How does the choreographer use different locations within the dance? In practice, what can we learn about dance for camera?

Focus on Dance Appreciation and Performance. Extending our knowledge of key Professional works in the development of Modern Dance.

In comparison to A Linha Curva, what are the constituent features of the professional work? How does the style of the dance inform the choreographic intention? In practice, how do the motifs communicate the dance idea? How have Actions/ Space/ Dynamics/ Relationships been used to create an impact?

Topic 3 – Set Professional Work 2: Emancipation of Expressionism

Topic 4 – Set Professional Work 3: Within Her Eyes.

Topic 5 – Component 1: Choreography.

Topic 2 – Set Professional Work 1: A Linha Curva

Topic 1 – Learning the Set Dance Phrases: Flux/ Scoop/ Breathe/ Shift.

Focus on Dance Appreciation. Knowing the key features of production and the contribution these features have in communicating a dance intention.

Focus on Performance. The set dance works for the basis for GCSE Dance Performance, looking at key skills areas.

What skills do we need in Performance? How do we develop our Physical, Technical, and Expressive Skills?

Bringing together their knowledge of performance and choreography, the students will create their own dance project, filmed on location around the school site.

How can we make use of technical codes when filming dance to feature a dance idea? What locations work best for choreography? How can we use safe practice within the creative and filming development?

Topic 9 – Site Sensitive Project.

In the third year and final of the Key Stage 3 curriculum, topics build on the skills required in performance and choreography, yet the focus shifts to appreciation and physical skills development. The topics are planned and sequenced using the PE National Curriculum programme of study; developing the study of professional dance works with political, social, cultural, and historic contexts. This year also focuses on students learning to be physically fit and lead healthy, active lifestyles. Students will participate in structured warm ups and HITT fitness.

Topic 8 – Dance in the Wider Curriculum.

Topic 7 – Dance with a Political Statement.

In the second year of the Key Stage 3 curriculum, topics continue to be centred around the development of the fundamental skills required in performance and choreography following on from the foundation set in Yr7. The topics are planned and sequenced using the PE National Curriculum programme of study; a curriculum that illustrates the required knowledge for every pupil.

Topic 5 – Grease – Understanding Dance Styles.

Topic 4 – Swansong – Professional Company Study.

Lessons are built around learning dance in the style of Jive and Contact performance.

Enquiry questions: How do professional choreographers use movement material to create choreography that has an impact on its audience? How can aural setting play its part in building the narrative? How do professional companies present social themes in a non-biased manner?

The theme of the dances uses information learnt in students' academic curriculum, looking at States of Matter and changes in state to develop inspire movement material.

How can we use factual information to inform our choreography? How can variation in dynamics, space, and relationship content manipulate our movement material?

Topic 6 – States of Matter – Dance in the Wider Curriculum.

Retrieval of the popular styles of the 50s/ 60s/ 70s. What do we recognise in the Jive style compared to other styles we have studied? How can we incorporate dance movement relationships? What are the rules for making contact and lifting others in dance choreography and performance?

We use the well-known video game to engage in Dance fitness and choreography.

Why do we warm up? What are the fundamental skills for fitness? How can we use Music to inform our choreography? Can I lead a group in a fitness game?

Topic 3 – Just Dance – Understanding Dance Fitness.

In the initial year of Key Stage 3, topics are centered around the development of the fundamental skills required in performance and choreography. The topics are planned and sequenced using the PE National Curriculum programme of study; a curriculum that illustrates the required knowledge for every pupil.

As part of the KS3 NC for Dance, students must participate in a range of dance styles.

Topic 2 – Hairspray! – Understanding Dance Styles.

Topic 1 – A Linha Curva Professional Company Study.

Using professional work, we focus on the basic skills of dance.

What styles of Dance were popular in the 50s/ 60s/ 70s/ 80's? Can I perform in the style of the musical theatre show, Hairspray? What is Rock and Roll? What are the differences between the Group choreography of A Linha Curva and the Pair choreography of Hairspray?

Our appreciation of the work leads students to create pieces in the style of the professional work.

How do we use props in dance? What is the impact of using props to communicate a dance idea? How can we use social and political messaging within choreography, in the style of Christopher Bruce's work?

With whom are you moving with? Learning how to use simple dance relationships such as working in pairs, using canon, unison, working in small groups, on your own, with props.

KS2

Action – Enquiry Questions:

What are you doing? Learning actions of travelling, jumping, turning, gesture, stillness.

Space – Enquiry Questions:

Where are you moving/performing? Learning directions, levels, different floor pathways, air pathways, vertically, horizontally.

Dynamics – Enquiry Questions:

How are you moving? Learning the dynamics of hard, soft, light, heavy, fast, slow.

Your Dance journey starts here ...

Throughout KS2, it is expected that students will have learnt the key 'ingredients' for dance, to perform, choreograph, and appreciate dances using a range of movement patterns.