

Great Western Academy
DANCE CURRICULUM STATEMENT

INTENT:

Dance is a subject which brings students together. It promotes good health, inspires creativity, improves team building and boosts your mood. Dance lessons at Great Western Academy provide students with opportunities to both perform, choreograph and review professional work.

Students will study the history of different dance styles we encourage students to consider what makes the style unique so they can replicate this in their performance work. By looking at a range of styles we aim to engage all our learners so that our young people realise how inclusive this performing art is.

It is proven that Dance can effectively promote good health by improving cardiovascular fitness, strengthening the muscles, increasing circulation, decreasing blood pressure, lowering the risk of coronary heart disease, reducing stress, and many other positive benefits. We are passionate about the strengths of Dance and students will attend lessons where they will experience these benefits and feel energised.

Students will choreograph their own dances and learn teacher taught motifs. They will then present these to their peers. Dance provides students with a unique opportunity to receive positive feedback from their peers as most assessments are for the teachers eyes only. The thrill of having an audience applaud your performance and praise your efforts boosts confidence.

The teamwork involved in creating a dance, pushes students to develop their leadership skills. Students often need to teach their peers sections of a motif: the patience and communication skills needed to do this are a key life skill.

Dance allows students to find an opportunity to express themselves in response to the world around them. At Great Western Academy Dance will appeal to those who are new to performing and those with a passion for and familiarity to performance.

KEY STAGE 3

Our Key Stage 3 curriculum is structured to build the knowledge, skills and expertise needed for GCSE Dance. Students will build up a bank of key words so they can confidently appraise their peers, self-assess and talk the language of the subject. They will work on a different scheme of learning each term and will gradually work towards an end of term assessment. Students will have these lessons in their tutor groups during year 7 and 8 and will then decide whether they would like to study the subject in year 9.

Students look at a range of dance styles, build up experience of different dance skills and will start to look at professional works. Our schemes of learning frequently make links to this because we recognise the pleasure and influence experiencing a live performance.

Students follow this curriculum:

| Year 7 | Year 8 | Year 9 |
|-----------------------|-----------------------|----------------------------|
| James Bond | Thriller | Hairspray |
| Stimuli Time | Street Dance | Bollywood |
| Chance Dance | Contemporary | Set Dance and Choreography |
| Nutcracker | Swansong | Christopher Bruce |
| Sports day Dance prep | Sports day Dance prep | Strictly Come Dancing |
| Harry Potter | Lindy Hop | Stomp |

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KEY STAGE 4

GCSE Dance

At Great Western Academy we follow the AQA Dance specification. This course assesses students on their performance skills and written work through two components, the practical component will come first and will be moderated by an external examiner and then the course will conclude with a written exam.

Component 1 is made up of 3 performances. 1 solo performance, 1 group performance and one choreographed performance. **60%**

Component 2 is a written exam based on a Dance anthology and students ability to review their own work **40%**

The course encourages learners to take a skills based approach. The practical component of the course enables students to study dance by 'doing' and the anthology of professional works will provide a springboard for the development of creative and engaging practical tasks. The study of the anthology will aid the development of students' skills in performance and choreography. We will then develop student's knowledge and understanding of dance and strengthen their ability to critically appraise dances of different styles and cultural influences.

Year 10

Students start the course by studying the different styles of dance, so they build up confidence in their own performance skills. They will also start studying the anthology of professional works, they will develop their essay writing skills and will strengthen their ability to critically appraise. Students will then prepare a solo and group performance as a 'mini' practise of component 1. Students will then move on to start their choreographies.

Year 11

Students complete their choreographies for component 1 and will record their work ready for the moderated assessment. Alongside this they will prepare their solo group performances ready for assessment after Christmas. Once this is completed students will focus on spending the rest of year 11 preparing for their Component 2 written exam in July.

IMPLEMENTATION

Our schemes of learning include links to

Long term overviews:

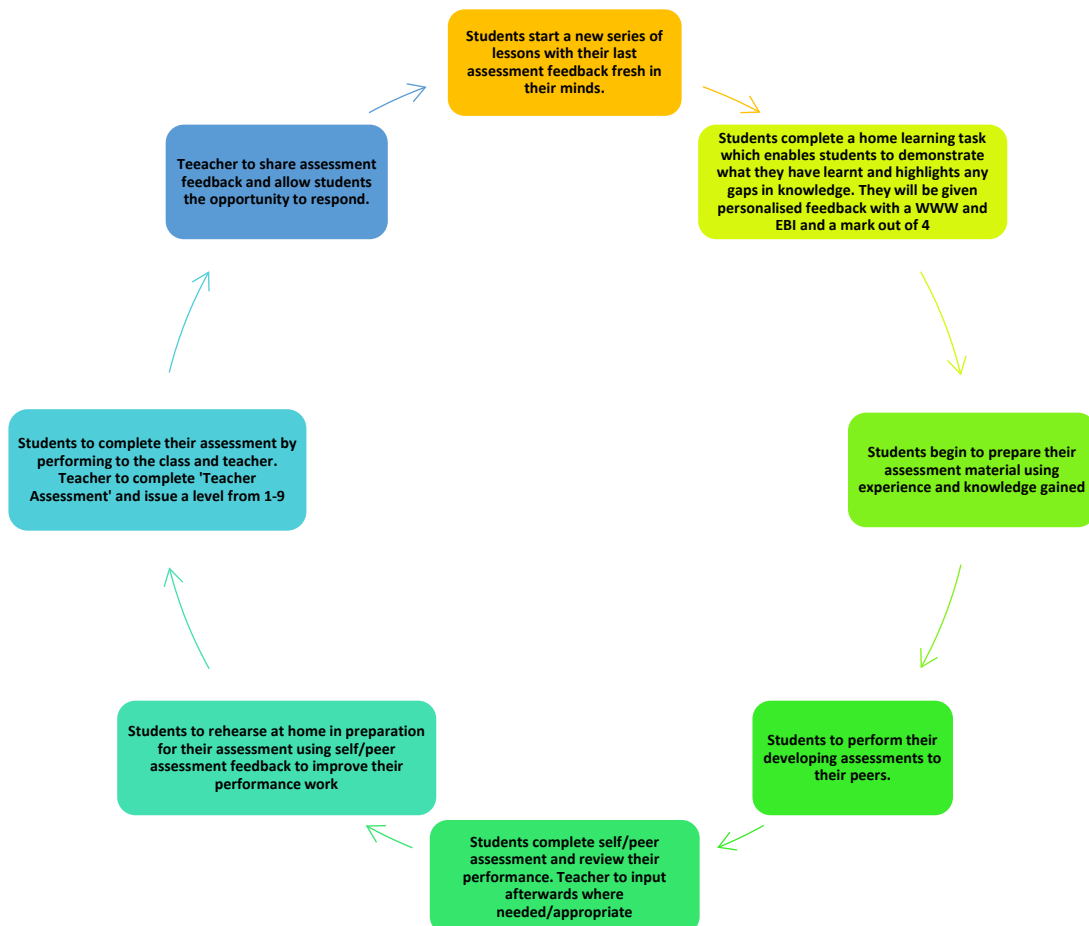
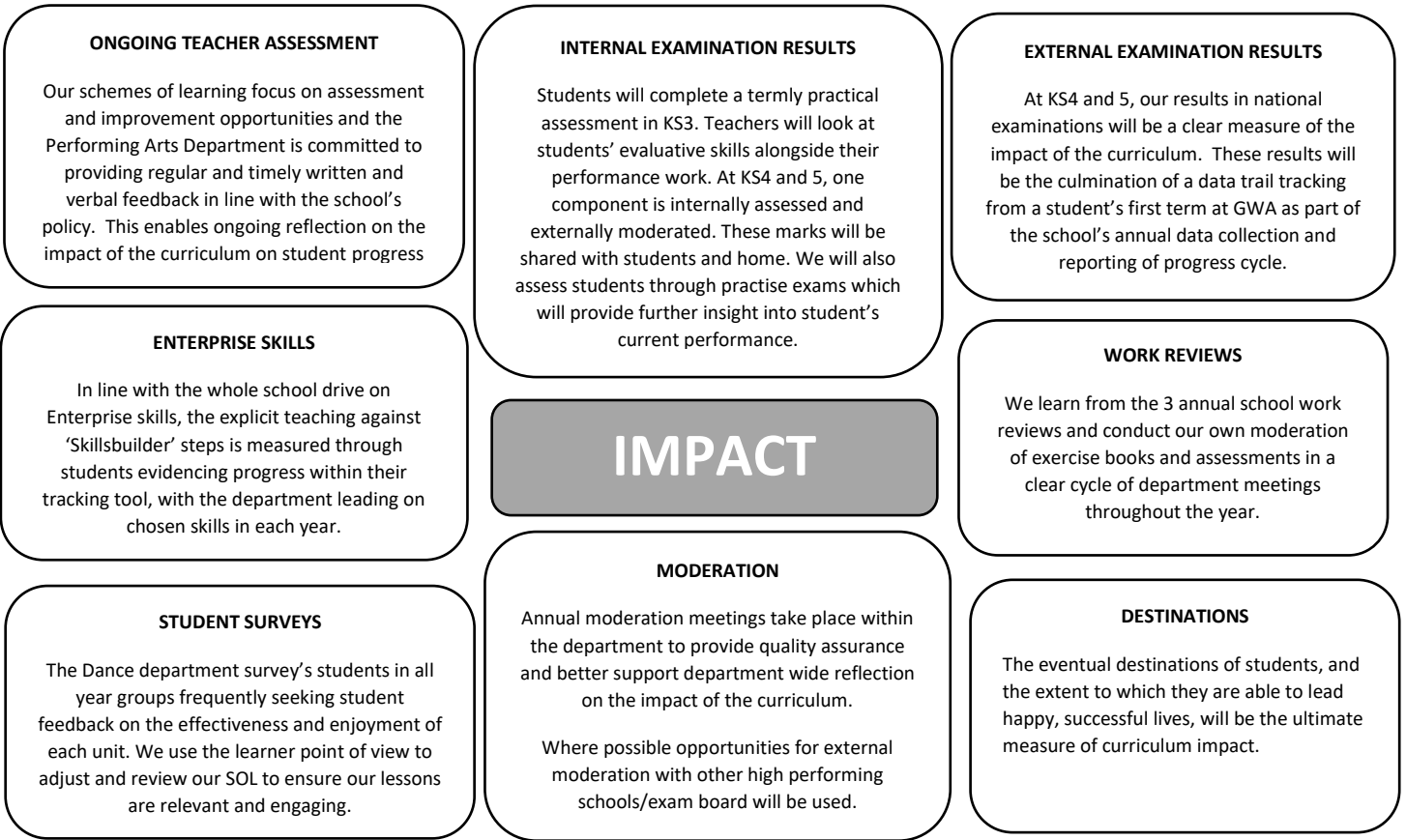
- Clear links to prior learning (Y7 linked to KS2, Y7 to Y8 and so on)
- Topic outline summarising key content

Medium term plans:

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation opportunities

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IMPACT:



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Assignments and Feedback:

The following headings will be used to determine which type of feedback will be given to students following a task

Exam Practise- Marked and personalised feedback*

Assessment-Marked and personalised feedback*

Rehearsal- In class feedback

Homework-Effort mark out of 4 and personalised feedback*

Cover work/class work/ Self/Peer Assessment- Initialled/Checked by teacher

**Personalised feedback should include use of their name and WWW and EBI comments. Students should respond to this feedback.*