

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 understand 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, choreographers, and topics, 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 once a week 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
Chance Dance	Street Dance	Jazz
James Bond	Contemporary	GCSE Set Phrase
Nutcracker!	Swansong	Independent Choreography
Harry Potter	Thriller	Christopher Bruce
Sports Day Dance	Sports Day Dance	Bollywood
Stimuli Time	Lindy Hop	Strictly Come Dancing

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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 components will come first moderated in lesson time, and then the course will conclude with a written exam.

Component 1 is made up of 3 performances. 2 set solo performances, 1 performance duet/trio, and one choreographed performance **60%**

Component 2 is a written exam based on a Dance anthology, students' knowledge of performance skills and processes, 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 focusing on their technique, so they build up confidence in their own performance skills and they will collaboratively work on a recreation of each set work. In theory lessons, students will develop their essay writing skills and will strengthen their ability to critically appraise. Students will aim to dance both set phrases on their own by the end of Year 10, learn a performance duet/trio taught by a professional and choreograph a dance as a practise of Component 1.

Year 11

Students will begin to perfect their solos and duet/trio performances, and then start their own choreography after the stimuli are released in September. The practical NEAs will take place throughout the year in lesson time, and then after Easter focus will be on the written paper.

KEY STAGE 5

Alevel Dance

At Key Stage 5 we continue to follow the AQA Dance specification which follows on from the GCSE delving deeper in knowledge and practical skills. This course continues to assess students on their performance skills and written work through two components. The practical component will come first and will be marked by a visiting examiner and then the course will conclude with a written exam.

Component 1: Performance and choreography is made up of 3 performances. 1 solo performance, 1 performance in a quartet and one group choreographed performance. **50%**

Component 2 – Critical engagement - is a written exam based on one compulsory set work and one optional set work taken from the given areas of study. This is a two-hour and 30 minute exam. **50%**

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 12

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Students start the course collaborating on a group dance to build up confidence in their own performance and choreography skills. They will also start studying the set work and choreographer practically and theoretically. They will develop their essay writing skills and will strengthen their ability to critically appraise. Students have the opportunity to perform as a soloist in the style of a practitioner taught by an external professional performer and will choreograph many pieces in the style of different practitioners to improve their confidence of choreography ready for Year 13.

Year 13

Students begin the choreography of their group dance after the stimuli are released in September. Alongside this they will perfect their solo performances and learn the quartet ready. All three performances will be examined by an external moderator. Once this is completed students will focus on spending the rest of Year 13 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

IMPACT:

ONGOING TEACHER ASSESSMENT

Our schemes of learning focus on assessment and improvement opportunities and the Performing Arts Department is committed to providing regular and timely written and verbal feedback in line with the school's policy. This enables ongoing reflection on the impact of the curriculum on student progress

INTERNAL EXAMINATION RESULTS

Students will complete a termly practical assessment in KS3. Teachers will look at students' evaluative skills alongside their performance work. At KS4 and 5, one component is internally assessed and externally moderated. These marks will be shared with students and home. We will also assess students through practise exams which will provide further insight into student's current performance.

EXTERNAL EXAMINATION RESULTS

At KS4 and 5, our results in national examinations will be a clear measure of the impact of the curriculum. These results will be the culmination of a data trail tracking from a student's first term at GWA as part of the school's annual data collection and reporting of progress cycle.

ENTERPRISE SKILLS

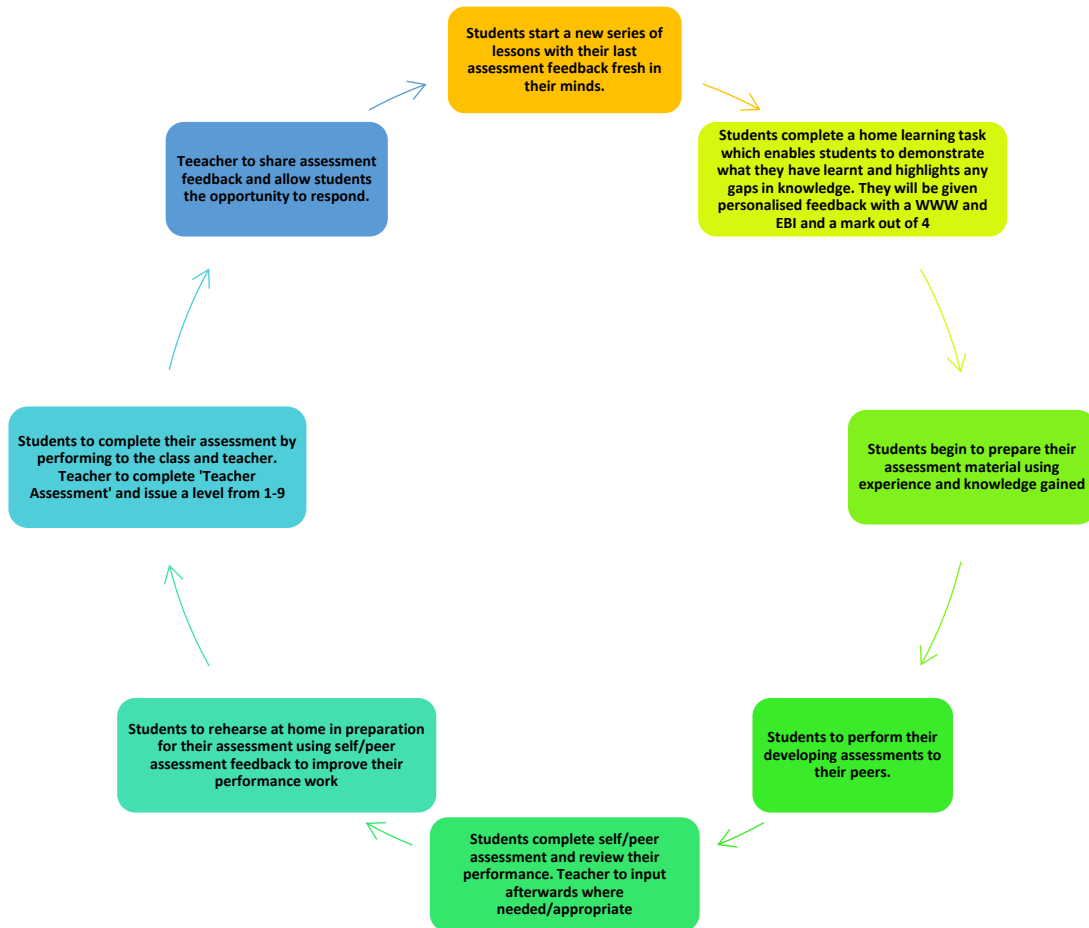
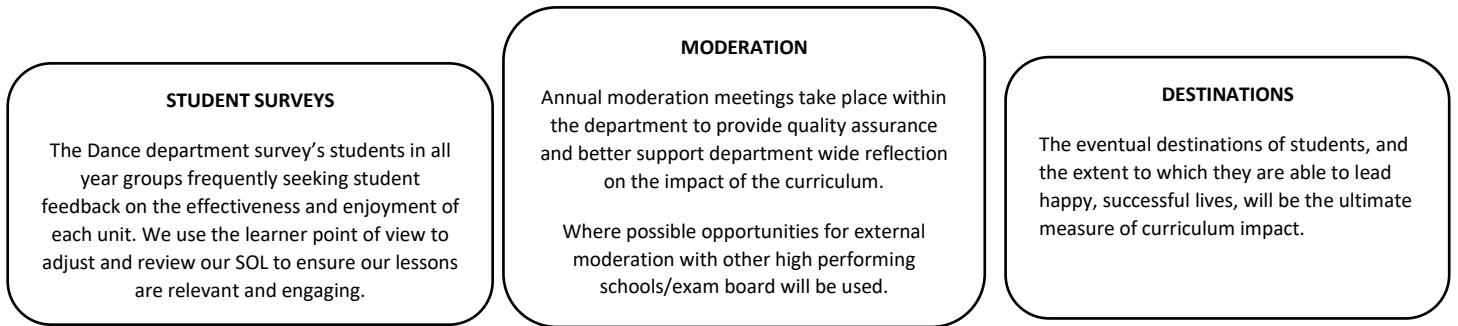
In line with the whole school drive on Enterprise skills, the explicit teaching against 'Skillsbuilder' steps is measured through students evidencing progress within their tracking tool, with the department leading on chosen skills in each year.

IMPACT

WORK REVIEWS

We learn from the 3 annual school work reviews and conduct our own moderation of exercise books and assessments in a clear cycle of department meetings throughout the year.

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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

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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.*