

Dance – Aims/Intent Dance follows the National Curriculum

<https://www.aqa.org.uk/resources/dance/gcse/dance>

Students at Chiltern Hills Academy are taught to develop their understanding of dance and increase their creativity with choreography and performance skills with regards to the execution of movement. They develop a critical understanding of practitioners, genres and professional works, identifying and analysing the constituent and production features of those works and the intentions behind them.

At Chiltern Hills Academy we have a track record of outstanding results. Students have the opportunity to work with visiting practitioners in the community, as well as opportunities to perform and compete nationally.

The aims in Dance are that students will be taught:

1. To understand the correct dance terminology and apply this in their own work.
2. To create choreography based on varying stimuli, developing their creativity.
3. To analyse and evaluate professional dance works and the intention behind the work and chosen constituent and production features.
4. To develop technical ability, physical and expressive skills.
5. To work collaboratively to explore choreographic ideas developing creativity and confidence.
6. To build confidence to perform to others-expressing selves and ideas.
7. To work with local feeder schools to showcase performances.
8. To develop an understanding of the role of the arts in society, including as a career.
9. To read and develop specific technical vocabulary.
10. All learners (including EAL/SEND and M.A.) to make strong progress.

How cultural capital is enhanced through Dance:

Personal Development

Workshops and discussions about careers in dance and the performing arts and information regarding further and higher education. Developing confidence and team work through discussions, collaborative work and critiquing professional work.

Social Development

Political, social, historical and current affairs awareness through using different stimuli and analysing different works. Understanding the social context of dance and the history of contemporary dance.

Physical Development

Developing technique and physical ability; students' sense of identity as choreographers and performers is supported. They will be reflective in their work through self-evaluation and assessment.

Spiritual Development

Through the studying of professional works and choreographers from different religions who use this as stimuli within their works.

Cultural Development

Introduced to the origins of different dance genres. Analysing professional works based on different cultures and choreography by multicultural artists. Identify how meanings/themes/intentions/stimuli are conveyed.

Moral Development

Look at professional works/stimuli that pose a moral question. Begin to learn how to interpret, analyse and evaluate how a dance concept/idea is conveyed within a piece that conveys a meaning/message to its audience. Give an opinion of the work of others with a justification for their view.

How students' vocabulary is developed through Dance:

- Students demonstrate an understanding of key words and vocabulary through their analysis of their work and others.
- Students are encouraged to use relevant technical vocabulary and apply their understanding of terminology through discussions, verbal feedback and in writing, when analysing their own work and professional works.
- Key vocabulary is used when describing, analysing and identifying the contributions of professional dance works.

- From the start of Key Stage 3 students are introduced to key terminology, which is built upon year by year. They are introduced to key terminology, explore this practically and analyse how this is used and evidenced in peers' and professional performances.
- Key terminology grids, booklets and resource lists are provided to students from Year 9 onwards to support students with revision and when writing/analysing dance works.

<https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>

Implementation

Key stage 3:

In Years 7 and 8, students are introduced to the elements of dance and learn to create, explore and develop movement. Within the SOW students create dances based on a range of stimuli using the physical body.

In every lesson students create and perform to their peers to develop their technique, creativity and performance skills.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson based on taught content. End of term assessments consolidate knowledge through written assessments and performance. As students progress they are challenged to incorporate prior mastered techniques.

Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can build on their knowledge, skills and understanding.

Examples of the current SOW are: Introduction to dance/Props in dance/Stomp/ dance genres/'The Hunger Games'/'Twilight'/Technology and Dance/Dancing Timeline/choreography and stimuli.

AQA Specification

Key stage 4

Students in Y9/10/11 begin the AQA Dance GCSE course in Year 9 and sit their GCSE examination in Year 11. The content of the course covers choreography, performance and dance appreciation with 60% of the course practically assessed. They will develop how to analyse professional works and be introduced to the six that they need to study for the course itself.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students. Year 9 introduces the students to the skills and techniques that they require, to build upon these for the GCSE. Assessments consolidate knowledge through written assessments and performance, allowing for reflection and improvement.

During Key Stage 4 students also have the opportunity to attend multiple trips, compete in dance competitions, perform in shows and work with professional practitioners.

Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge and hone their skills and understanding in a deep and rich way.

AQA A Level Dance Specification

Key stage 5

At Key Stage 5 the A Level is taught over two years and is weighted evenly between theory and practical components. There are compulsory set works, practitioners and areas of study as well as optional ones, which provide students with a broad knowledge of dance. This enables students to develop their analytical and evaluative skills by analysing professional works. They are provided with a holistic overview of the contemporary dance scene and history.

Students develop their technique through solo and quartet performances as well as their choreographic abilities as they choreograph a group piece based on a specific stimuli.

Student's progress is assessed throughout the year, using teacher, peer and self-assessment and a set success criteria that is shared with the students, based on taught content. Students take part in critique

sessions that enable them to take advice from their teacher and peers to refine their practice. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way.

Impact

We want all of our students to achieve their full potential and become independent and creative individuals. This is evidenced by students using a range of dance techniques and inspiration from choreographers both past and present, exploring their own personal styles and feelings towards dance and its historical context. Evidence of skills, knowledge and understanding is through their written assessments, practical work, recorded dance pieces and collaborative performances to an audience. Through monitoring teacher's long term sequencing/planning and students' work, it will be clear that student's knowledge and understanding of dance, and their cultural capital have been considerably enhanced.

We ensure students have the knowledge of what it means to have a career in Dance through curriculum workshops and outside speakers.

Students learn from visiting practitioners and take part in workshops, including company workshops and alumni students' workshops. Students are encouraged to participate in productions, dance competitions both at regional and national level. Dance enrichment opportunities for KS3/4 students allows more able students and students of all abilities to spend extra time in the development of their personal interests as well as their dance skills and knowledge.

This table outlines the key topic areas covered in **Dance** across KS3, 4 & 5. They are divided into (**performance, choreography and dance appreciation**). Students at Chiltern Hills Academy are taught to develop their understanding of dance and increase their creativity with choreography and in the execution of movement. They develop a critical understanding of practitioners, genres and professional works, identifying and analysing the features of those works and the reasons behind them. At Chiltern Hills Academy we have a track record of outstanding results. Students have the opportunity to work with visiting practitioners in the local community and lots of opportunity to perform and compete.

Curriculum map - subject: Dance

AGE-STAGE	TOPICS (Split up into a mixture of full terms and half terms across KS3/KS4/KS5)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Introduction to Dance LO: to introduce students to the elements of dance, learning and performing routines which incorporate all of the elements of dance.	'Bop It' Choreography LO: To introduce and develop choreography skills relating to the idea of 'Push, pull, twist, flick and spin' actions	Props and Percussive Movement LO: to support and develop students' creativity by using different props and percussion.	Working with Stimuli LO: to learn, create and perform routines that use different elements of dance as stimuli.	Dance Around the World LO: to develop performance and choreography skills looking at different styles of dance around the world.	Musical Theatre LO: to learn, create and perform routines that using inspiration and themes seen in popular Dance Musicals.
Year 8	Genres of Dance LO: to introduce and develop students' knowledge and broaden their experiences of different genres of dance.	Technology LO: students will learn, develop and create routines based on different aspects of technology as a stimulus.	Hunger Games LO: to use the narrative and characters as stimuli to create and learn routines.	Twilight LO: to use the narrative and characters as stimuli to create and learn routines.	Dancing Timeline LO: students will learn about historical issues and use this knowledge as stimuli to create dance.	Choreography and Stimuli LO: students will develop their knowledge of how to be a choreographer and the different ways they can show their ideas.

GCSE Y9	Dance Terminology LO: students are introduced to all GCSE dance terminology, learning the definitions and how to use this terminology and its relevance.		Production and Constituent Features LO: students are introduced to the production and constituent features and how to analyse dance works.	Analysis of Production and Constituent Features LO: students learn how to describe production features and analysing their contribution.	Musical Skills LO: students will learn a repertoire from a musical and focus on replicating the required technical, physical and expressive.	Choreography and Stimuli LO: students are introduced to the process of choreography and use different stimuli to explore their choreographic ideas.
	Introduction to GCSE Dance LO: students build upon their prior knowledge and apply this in a physical and practical way.	Skills and Styles LO: students will learn a repertoire from two different genres and develop the relevant physical and expressive skills.	Creating own Fairy tales LO: students will create their own choreography in groups, using a fairy tale as their stimulus.			Revising Terminology LO: students will recap terminology, identifying gaps in their knowledge and identifying where they need to improve.
	Technique LO: students learn how to strengthen and develop physical skills as a performer.					
GCSE Y10	Introduction to the Set Works LO: students are introduced to the 6 professional works, learning the factual information and exploring the works practically.	A Linha Curva analysis LO: students will analyse production features and practically explore the themes, stimuli and intentions of the work.	Emancipation of Expressionism Analysis LO: students will analyse production features and practically explore the themes, stimuli and intentions of the work.	Within Her Eyes Analysis LO: students will analyse production features and practically explore the themes, stimuli and intentions of the work.	Set Phrase: Shift LO: students will learn the technical skills of the set phrase.	Set Phrase: Breathe LO: students will learn the technical skills of the set phrase.
		Artificial Things Analysis LO: students will analyse production	Shadows Analysis LO: students will analyse production features and	Infra Analysis LO: students will analyse production features and	Duet/Trio LO: students will learn the technical and expressive skills of two of the sections.	

		features and practically explore the themes, stimuli and intentions of the work.	practically explore the themes, stimuli and intentions of the work.	practically explore the themes, stimuli and intentions of the work.		
	Performance and Technique LO: students will focus on the performance skills required for technical phrases, concentrating on their use of technical, expressive and physical skills.		Performance and Technique LO: students will focus on the performance skills required for technical phrases, concentrating on their use of technical, expressive and physical skills.		Recapping and Revising the Set Works LO: students will recap and revise the set works, identifying gaps in their knowledge and identifying where they need to improve.	Recapping and Revising Terminology and Section Breakdown LO: students will recap terminology, identifying gaps in their knowledge and identifying where they need to improve in regard to the written paper requirements.
GCSE Y11	Set Phrase: Shift LO: students will focus on improving their technical skills and strengthening their performance of the set phrase.	Set Phrase: Breathe LO: students will focus on improving their technical skills and strengthening their performance of the set phrase.	Choreography LO: students will start to choreograph their solo/group piece based on a specific stimulus.		Choreography LO: students will refine and complete choreographing their piece to clearly convey their intention.	Revise Terminology and Definitions LO: students will recap terminology, identifying gaps in their knowledge and identifying where they need to improve in regards to the written paper requirements.
	Choreographic Strategies and Work shopping Choreography Questions LO: students will workshop the set GCSE stimuli questions, exploring different choreographic strategies and tools.		Duet/Trio LO: students will focus on strengthening their performance of the phrase and improving their use of physical and expressive skills.		Revise Set Works LO: students will recap and revise the set works, identifying gaps in their knowledge and identifying where they need to improve.	Exam Question Practice LO: students will recap on the requirements of the written paper and practise, identifying gaps in their knowledge and identifying where they need to improve in regards to the written paper's requirements.
	Duet/Trio LO: students will learn the remaining section, choreographing movement that highlights their intention.		Section B and C Practice LO: students will recap on the specifications and requirements of the written paper, practising exam style questions.			

Year 13	Analysis of Rooster LO: students are introduced to Rambert as their set work, analysing a range of features.	Analysis of CB - another work LO: students are introduced to Christopher Bruce's work and analyse his work.	Analysis of Analysis of CB - another work LO: students analyse another Christopher Bruce work, identifying trends in his work.	Comparing and Contrasting Practitioners LO: students compare and contrast the significance of practitioners' work'.	Revise Sutra Revise Rooster Contemporary Dance Scene Revision Rambert Revision LO: students will identify gaps in their knowledge, recapping and revising the set works and areas of study.	Exam Practice LO: students will practise exam style questions to develop their analytical ability and strengthen their writing style.
	History of Rambert LO: students are introduced to Rambert and the development of the company.	Practitioners from Rambert 1 LO: students are introduced to one of the practitioners who have contributed to Rambert's development.	Practitioners from Rambert 2 LO: students are introduced to another practitioner who has contributed to Rambert's development.	Practitioners from Rambert review LO: students analyse and evaluate how practitioners have contributed to Rambert's development.		
	Creative Tasks and Repertoire on Set Works LO: students will explore their choreographic creativity and learn repertoire from set works.	Creative Tasks and Repertoire on Set Works LO: students will explore their choreographic creativity and learn repertoire from set works.	Solo LO: using the criteria students will make final adjustments and preparations for their examination.			
	Solo/Quartet Review LO: students will complete choreographing their solo and quartet.	Solo/Quartet Review LO: students will review their performance and identify improvements that need to occur.	Quartet LO: using the criteria students will make final adjustments and preparations for their examination.			

	<p>Choreography Strategies and Tools</p> <p>LO: students will be introduced to different ways of exploring and experimenting through the use of choreographic tools.</p>	<p>Choreography Work Shopping</p> <p>LO: students will workshop each given stimulus.</p>	<p>Choreography and Creating</p> <p>LO: students will start to explore their ideas and intentions for their group choreography.</p>	<p>Choreography Refining</p> <p>LO: students will review and implement improvements, refining their ideas and choreography.</p>		
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KS3 National Curriculum coverage

	Creating
	Performance
	Evaluate

KS4 Specification coverage – Colour code for ease

	Performing
	Choreography
	Dance appreciation

KS5 Specification coverage – Colour code for ease

	Performing
	Choreography
	Dance appreciation

SEND PROVISION

How do we support SEND students in Dance?

Modelling – I do, we do, you do: Students will be shown the activity visually by the teacher, by pupil demonstration, by class demonstration, then they will attempt the task in teams or independently.

Scaffolding – Students will be provided with several steps to enable them to achieve the learning aims of the lesson. These steps will be explicitly explained and when possible modelled to the whole class. This could be demonstrated as part of a dance routine

Groupings – In dance students frequently work in groups. Collaboration is key. These groups are manipulated constantly to ensure everyone feels comfortable and able to make significant progress.

Adaptive teaching – Tasks in lessons can at times be overwhelming for students therefore we can always adapt an activity to ensure a pupil still meets the learning aim in a way that suits their style of learning, ensuring they still access the curriculum.

Literacy – Students will be provided with word banks, sentence stems, exemplar work, peer support, teacher support and visual prompts to support their writing.

Dance sequencing plays a crucial role in dance. Students look at various purposes such as analysing complex human motion, segmenting gestures, and training dancers to improve their posture and technique. This is embedded in Y7. Higher up the school skills such as Dance sequences can be analysed using algorithms that employ hierarchical activity segmentation, which helps in understanding how choreographers segment gestures [1]. Additionally, dance training systems utilize cameras and display devices to allow dancers to observe their own dancing posture and make corrections in real-time [2]. Learning dance sequences also has an impact on brain responses and behavioural performance, with physical training leading to improved motor and visual tasks [3]. Furthermore, dance sequences are used in computer algorithms to generate variations in dance and martial arts sequences [4]. Overall, dance sequences are essential for learning, analysing, and improving dance performance.