



Curriculum Overview Document

Dance



Our whole School curriculum intent believes:

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key words: Belong, Respect, Inspire, Succeed and Enjoy

Our intention for our curriculum is:

Performing Arts are at the heart of HLC's ethos with all students studying Dance, Drama & Music throughout KS3. We are incredibly proud of our students who we nurture to achieve their personal best in all three disciplines. The Performing Arts Team seek to inspire a love for the Arts and capture the imagination of our students by introducing them to a rich diet of culture and diverse traditions, whilst developing confident and caring individuals who are equipped to deal with the world in which we live. Our students enjoy learning through practical activities which encompass a wide range of dance, acting and musical styles. They learn creative ways to express themselves and will use their senses, perceptions, feelings and values to communicate ideas, emotions and experiences. Development of critical faculties enables them to effectively evaluate their own work and that of others. Through a safe and respectful environment students learn to trust their ideas and abilities and grow in confidence whilst honing teamwork and cooperation skills. Through the study of specific skills and techniques, students will develop their resilience, self-discipline, health and wellbeing in order to overcome challenges and learn how to present themselves going into real life situations. All students are encouraged to develop their skills further through our extensive range of enrichment activities, including instrumental lessons, which provide numerous opportunities for students of all abilities to perform in a range of events. Students with a talent and passion for our subjects are pushed to perform at the highest level. We ensure to provide professional opportunities and experiences which will prepare them for further study and a potential career in the industry.

Linking our curriculum intention to our local community:

Students in all years are given the opportunity to experience and take part in performances at a range of venues in the local community and beyond.

- Oakengates Theatre – Students perform the school musical production, Dance Fest and take part in other Music and Dance Festivals.
- Wolverhampton – Students attend theatre productions at Wolverhampton Grand.
- We work collaboratively with other schools in the Learning Community Trust to provide further professional workshops and performances.

Wider opportunities.

- We also like to introduce our students to the bigger Performing Arts picture with our annual residential trip to London where students see two West End Shows and take part in workshops with professional cast members.
- Our G & T dancers perform in the 'Great Big Dance Off' a national schools' dance competition where we perform at a regional final and have always been successful in proceeding to the national final which takes place in various venues across the country.
- We have introduced a Boys Dance Project in order to tackle the stigma of boys and dance. We have a group of around 40 boys throughout the school who have taken part in various workshops with professionals in a number of dance styles.

Implementation

The curriculum is delivered primarily through practical activity with key concepts and theory being linked to skill development. Topics are chosen with the intent to engage all students and introduce a wide and varied diet of cultures and traditions whilst enabling them to explore the knowledge and skills that underpin these subjects. Each year schemes of work revisit essential previous knowledge & skills in greater depth, at a higher level or through different genres or traditions, helping student to embed key concepts into their long term memory and to develop transferable skills. Students are encouraged to share and discuss their work regularly with occasional more formal assessments taking place in order to instil confidence in performance.

Year 7 Curriculum implementation

The Performing Arts department aims to inspire a love for the Performing Arts and to appreciate their relevance in today's society. An ethos of appreciation and respect will be established alongside effective routines to support skill development. Students will be introduced to key vocabulary and apply it to practical tasks. Focus will be on participation, enjoyment and sharing whilst understanding the foundations on which each discipline is built.

In Dance, students are introduced to basic dance skills and the key elements which they explore through Appreciating, Performing & Creating Dance. These three strands are the foundations for all further study through to the qualification undertaken at KS4.

1	END OF UNIT ASSESSMENT	2	END OF UNIT ASSESSMENT	3	END OF UNIT ASSESSMENT	4	END OF UNIT ASSESSMENT
<p>Introduction to Ensemble Performance – Footloose the Musical</p> <ul style="list-style-type: none"> • Footloose • Jazz Dance • Learn a group dance routine • Create short phrases of own choreography • Perform as a whole group <p>Students come to us having had very varied experiences of the Performing Arts at KS2, Some learners may have experiences dance before, either at primary school or privately out of school. Those that have experienced Dance at Primary may have taken part in whole group dance performances or had the opportunity to learn in extracurricular clubs. For example those coming from HLC Primary, Meadows or Dothill Primary may have been offered the opportunity to take part in a one hour after school club with a dance teacher but this is only a small number of students, so our initial unit seeks to introduce the basic skills and concepts in Dance to ensure an understanding of key vocabulary, foster a culture of involvement & contribution and establish good routines for practical activities.</p>	<p>Introduction to Dance Appreciation Matthew Bourne’s – The Nutcracker</p> <ul style="list-style-type: none"> • Gobstoppers • Choose your own sweetie • Describe sweeties colour, size, texture, shape, taste, personality • Create routine based on this <p>It is important that students understand and appreciate different professional works and how they are created. The more knowledge they have of different professional works, choreographers and their intentions and choreographic approaches will support them with their own composition work throughout KS3 and when they have to create their own dance piece in response to a stimulus at KS4. We are starting to embed these skills from year 7. In this scheme we are looking at Matthew Bourne’s version of the traditional ballet, The Nutcracker.</p> <p>The sweetie characters have their own choreography, costume and personalities all based on their sweet which helps students understand how professional performances translate from page to stage. Students will</p>	<p>Introduction to Dance Performance Dance styles</p> <ul style="list-style-type: none"> • Charleston • Disco dancing • Contemporary • Jazz (commercial) • Rock and roll • Jazz (traditional) • Street dance <p>Students come to us having had very varied experiences of the Performing Arts at KS2, so our initial unit seeks to introduce the basic skills and concepts in Dance to ensure an understanding of key vocabulary, foster a culture of involvement & contribution and establish good routines for practical activities.</p> <p>The unit lays the foundations for a variety of dance skills, with a focus on basic dance skills, so that students understand how to hold and move their body safely and effectively. The unit focuses on whole group performance, instilling confidence and supporting students to develop their interpretative skills needed for future units.</p>	<p>Introduction to Dance Choreography Superheroes</p> <ul style="list-style-type: none"> • Develop set phrase • Action • Space • Relationships • Dynamics <p>This unit will focus more on the stepping stones needed to develop their own dance ideas using the key elements of choreography. We are able to develop these choreographic skills whilst linking it to a theme which engages and interests all students.</p> <p>Students need to know these key words and definitions, to identify them in any dance works and also use them to structure their own choreography pieces. Unit 2 in the RSL specification is based around the choreographic process and students being creative in response to a stimulus.</p> <p>Students develop their creative skills through the theme of superheroes, exploring key actions relating to set characters and their dynamic qualities. Each lesson introduces a new key</p>				

<p>The unit lays the foundations for a variety of dance skills, with a focus on basic dance skills, so that students understand how to hold and move their body safely and effectively as well as controlling the movements to create a the quality needed in performance. The unit focuses on whole group performance, instilling confidence and supporting students to develop their interpretative skills needed for future units. It will allow for students deepen their knowledge of health and safety principles in dance understanding the effects of exercise on the body and the importance of a safe, structured warm-up. Students will work as part of an ensemble as well as with partners throughout the routine to develop their understanding of what is required to create a group piece.</p>	<p>develop their dance skills through learning set repertoire and rehearsing and refining their work for performance.</p> <p>Our dance studio is named after Matthew Bourne for his exceptional and innovative contribution to dance. This scheme of work informs our students about him and his work.</p>	<p>The unit takes students through time, appreciating the evolution of dance from the 1920's to the modern day. Students gain historical and social context of different styles of Dance and through practical activities learning about the key features and stylistic qualities of these styles.</p>	<p>element of Dance which supports students to build on their existing ideas and develop their work further through the process of choreography</p>
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Year 8 Curriculum implementation

In year 8 students revisit the concepts and skills introduced in year 7 which they then apply to a new selection of cultural material. There is greater focus on technique and interpretive skills, designed to equip the students with the necessary tools to undertake a Performing Arts subject at KS4.

e.g In Dance lessons at KS3 students are introduced to the historical and social context of different dance styles and explore some of the key characteristics of these styles. In year 7 students learn some basic dance steps which they apply to a routine. In year 8 students learn some of the techniques and stylistic qualities of specific Street foundations such as Hip Hop, Locking and Breaking. Exploring these techniques and the different qualities of each foundation are the building blocks of the KS4 syllabus when students are required to perform in a specific style.

1	END OF UNIT ASSESSMENT	2	END OF UNIT ASSESSMENT	3	END OF UNIT ASSESSMENT	4	END OF UNIT ASSESSMENT
<p>Dance Performance Musical Theatre</p> <ul style="list-style-type: none"> • Hamilton • School of Rock • Six • Matilda • Dear Evan Hansen • Mary Poppins <p>This unit introduces students to the genre of musical theatre. This helps them engage with a storyline, improving their appreciation and performance skills. Each musical involves a different dance style which also gives students a wider experience of dance in general.</p> <p>Within each musical tells a different story which helps students with their social and emotional development by understanding and empathising with the characters and their journey. This links with their PSHE education as they will encounter a range of themes.</p> <p>Along with exploring different dance styles within the musicals students will learn to perform as a soloist, in a duet and as a full ensemble; all of which are important aspects of performing arts.</p>	<p>Dance choreography Lord of the Flies – Matthew Bourne</p> <ul style="list-style-type: none"> • Introduction • Boys war games • Creating the beast • Night time • School boys vs savages <p>This unit will develop their own dance ideas based on a stimulus of Matthew Bourne’s Lord of the Flies using the key elements of choreography. We are able to build on choreographic skills learnt during year 7 whilst linking it to a theme which engages and interests all students.</p> <p>This piece is based on a book which year 8 study as part of their English curriculum so they will be able to tap into prior learning and exploring the story physically and creatively which will help their understanding of the book and allow them to store the knowledge in their long term memory, setting them up for their GCSE’s.</p> <p>Through different key themes, symbols and moments from the story students will use choreographic devices and motif development through action,</p>	<p>Dance Performance & Choreography World Dance</p> <ul style="list-style-type: none"> • Bhangra • African • Samba • Street Dance • Haka <p>Students are now reaching the latter end of year 8 and skills will have been developed in performance, appreciation and choreography in a variety of styles developing their physical and interpretive dance skills throughout. Students should have improved movement memory, body control, co-ordination, timing and musicality to name a few.</p> <p>The unit focuses on combining performance, appreciation and choreography into one unit whilst also experiencing dance styles and cultures from across the world. This unit allows for team work, as well as ensemble performance providing variety and new experiences in order to develop the versatility of the dancer.</p> <p>Students will explore a range of different dance styles from different countries,</p>	<p>Dance Appreciation ZooNation – Into The Hoods</p> <p>Characters to explore:</p> <ul style="list-style-type: none"> • Spinderella • Prince • Rap-On-Zel • Lil Red • Jaxx • Wolf <p>This unit builds on the first Dance appreciation unit students experience in year 7. It follows a similar form and structure to that, supporting student’s critical appreciation skills in order to be able to understand, explore and replicate a professional dance work.</p> <p>In this scheme we are looking at street dance styles through the professional work, exploring acting through movement and the technique needed for specific elements of street dance.</p> <p>Students will learn key features of different street foundations, such and Hip Hop, Waacking, Locking and Breakin and make links with the stylistic qualities of these styles to the characters within the professional work.</p>				

<p>They will have the opportunity to use props and exploring how this fits into the story of a musical and why it is important.</p> <p>This unit links with drama and helps with any aural exams in the future as they get to do an in depth exploration of portraying a character and how to show confidence in that performance.</p> <p>The unit supports progression to our KS4 programme of study as students focus on developing as a performer across a range of performance styles.</p>	<p>space, dynamics and relationships to create their own version of the movement. They will also have the opportunity to work as individuals, in pairs and in small and large groups to explore material.</p> <p>Students need to know these key words and definitions, to identify them in professional works and also apply them to structure their own choreography pieces. Unit 2 in the RSL specification is based around the choreographic process and students being creative in response to a stimulus.</p>	<p>each with their own key characteristics, history, music and costume.</p> <p>Students will explore different dance styles through identifying and learning key steps, features and stylistic qualities of this style.</p> <p>Students will have the opportunity to be creative and develop their work through ASDR.</p>	<p>Zoo nation are renowned for their storytelling through Dance and Music to inspire the younger generation. Whenever this company are touring, we run an enrichment trip as an opportunity for students to experience their work live to extend their learning experience beyond the classroom</p>
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Year 9 Curriculum implementation

In this transitional year, students continue to study all areas of the Performing Arts working on a rotation basis, with approximately 20 lessons given to each discipline. Our curriculum enables them to consolidate skills taught in years 7 & 8 whilst gaining insight to the requirements of our vocational KS4 courses. Students will experience a wide range of genres through which they will explore strategies enabling them to further develop their skills and technique.

Each subject area will set their schemes within a vocational scenario to encourage an understanding of the Performing Arts industry and foster effective working practices. We will work towards ensemble performances aimed at instilling confidence whilst improving presentation and interpretative skills. Transferable skills, such as critical evaluation, will be made explicit through processes, with students learning how to set meaningful personal targets and chart their progress using technically accurate vocabulary.

The emphasis of the year is still engagement, enjoyment and breadth of experience in a positive and supportive environment, whilst laying the foundations needed for future success for those who choose to continue with one or more of our subjects.

There are two rotations in each subject area. In Dance, for each rotation we deliver 1 unit of work.

UNIT 1	END OF UNIT ASSESSMENT	UNIT 2	END OF UNIT ASSESSMENT
<p>Developing skills for ensemble performance in contrasting styles (Street Dance and Contemporary)</p> <p>The focus for this unit is on developing students understanding and application of physical and interpretative skills, and stylistic qualities of Street and Contemporary Dance.</p> <p>Students take inspiration from existing performance work and learn to replicate and work in the style of a specific piece for a performance in front of a live audience. Throughout this process students identify and evaluate their own and others strengths and areas for development which is a key feature of Units 1 and 2 of the level 2 RSL course if they were to continue with Dance at KS4.</p> <p>Students will participate in practical classes, to develop physical, and interpretative skills and techniques appropriate to these Dance styles. Working this way develops core knowledge and their understanding of skills, which then supports their evaluation of skills to be able to reflect and self-assess their own skills. Students identify strengths and areas for development and learn how to continuously review their practice to aid progress. This prepares students for year 10.</p> <p>The focus of this unit is a performance and the unit culminates in a group ensemble performance in front of their peers in the other Performing Arts groups. This provides an opportunity for students to apply the skills they have developed in the rehearsal process.</p>		<p>Choreography</p> <p>This unit students develops students' creative skills, building on their prior knowledge of choreographic process in response to different stimuli.</p> <p>Students are introduced to a variety of different stimuli and explore the choreographic process at a deeper level. Using the four key elements of dance (ASDR) students will revisit and experiment further the foundations needed to create and develop motifs using choreographic devices and always linking their ideas back to a specific theme.</p> <p>Through scaffolded tasks and different choreographic approaches, students will learn how to create their own dance pieces in response to a theme working in smaller groups. This is great preparation for Unit 2 in the RSL course.</p>	

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Year 10 Curriculum implementation

In Year 10 students in Dance embark on the RSL Level 2 Certificate in Creative and Performing Arts with a Dance approach. RSL qualifications are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and practical skills in a work-related context. Additionally, they are popular and effective because they encourage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include teamwork, working from a prescribed brief, working to deadlines and presenting information effectively. These qualifications open doors to progression into further study.

Unit 1: Ensemble Dance Performance - 50%. – Students will develop their performing Arts skills and techniques through the reproduction of set phrases and sequences in a particular dance style and develop these phrases to create an ensemble performance piece.

Unit 2: Live Performance- 50%. Students will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

In Year 10 students work on Unit 1 only. This will give students the opportunity to develop their understanding of the chosen dance style whilst developing physical, interpretative and stylistic skills and techniques. They will do this by learning short sequences and combining these together to create longer whole group performances, whilst also continuously evaluating their strengths and weakness and setting targets for self-improvement.

1	2	ASSESSMENT	3	4	5	6	ASSESSMENT
<i>Unit 1: Ensemble Performance</i>			<i>Unit 1: Ensemble Performance</i>			<i>Unit 1: Ensemble Performance</i>	

<p>Students are required to develop knowledge and understanding of a range of performance styles. This half term students three different dance styles to gain an understanding of their strengths and weaknesses in each dance style given. Students explore the work both practically and theoretically to gain a clear understanding of the dance style and o fully appreciate working in the style of this piece.</p> <p>Dancers will explore, Jazz, Street and Contemporary Dance in this first term.</p> <p>The term will be completed when students take part in a mock audition where students will be become part of a dance company and will work together to create a ensemble dance piece for a performance.</p>	<p><i>Students will now focus down on one chosen dance style. They will learn short sequences in this style developing their physical and interpretive dance skills in this style. Throughout this process they will complete a log book identifying their strengths and weaknesses and setting SMART targets for continued improvement in this style. They will take part in professional workshops within this style of dance with both their tutor sand professional artists to deepen their knowledge and understanding of the style.</i></p> <p><i>These sequences will begin to be developed to make a longer routine in preparation for a group ensemble performance.</i></p>	<p><i>In this final term students will work together as a whole group to prepare for a live performance piece at our school dance festival 'Dance Fest'. They will combine all of the skills and techniques developed over the year to produce an ensemble piece in the chosen style. This will be rehearsed and refined and performed to a live audience for their final assessment. Students will continue to keep a log book of their progress and evidence this log with strength, weaknesses and areas for improvement. They will evaluate their final performance making comments on how they developed their skills.</i></p>
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Year 11 Curriculum implementation

In Year 11 students will complete their final unit – Live performance. This is the culmination, of all the knowledge and skills they have developed throughout the course. Students will have the opportunity to explore all the skills and the process required to bring a live performance together. These range from planning, rehearsing and the performance itself to the reflection required post- performance to ensure continual development as performers.

Skill development is a big focus, building on prior knowledge and application of dance skills for performance, health and safety, communication in live performance, analytical skills in order to evaluate their own work and consider ways to improve and organisational skills to be able to plan and prepare effectively for a performance.

Students will be given a vocational scenario from the examination board in November of Year 11. Students will have 30 hours of controlled assessment for this unit. The knowledge students have developed from key features and repertoire of different dance styles will help to inform their creativity in response to the brief. The development of dance skills covered in the Ensemble performance will also aid students understanding of skills and techniques that they need to select, apply and discuss during the initial stages, the rehearsal process and final performance.

External Assessment- Live Performance

ASSESSMENT

Preparation and completion of this unit will run from September to March of year 11. During the Autumn term prior to the exam release, practical lessons will focus on developing students' choreographic skills in preparation for the exam paper release. Students will revisit the four main elements of dance and the choreographic processes in response to different stimuli. Students will have the opportunity to work with different members of the group to work out which combinations are the most effective in terms of group dynamic, skills and experiences whilst working through past papers to prepare them for the release of the set task from the exam board in November. Students will be supported through the process by their teacher during this time.

In November following the release of the exam paper students will work through the set tasks to gather evidence towards achieving the grading criteria.

The unit is split into three tasks.

Task 1 – Planning for the live performance

For this task students need to propose ideas for the performance. These will include:

- Music/scene selection and how they relate to the theme
- Desired image and how they will convey it
- Props or other scenery
- How they will collaborate/interact with other performers during the performance
- Creating a production plan for the performance that meets the needs of the brief

As part of your project students must consider the health and safety implication of the live performance. They should think about what could go wrong or present danger during a live performance, and what measures they will put in place to stop these from occurring during performance.

Task 2 – The Performance

For this task students will work with others to plan and rehearse the performance and then present the performance to a live audience. Around 10 hours will be spent on this task.

Students will record this process and any adaptations in a log of rehearsals. For the performance students must demonstrate the relevant skills that they have developed throughout their study, including their technical ability, expression and characterisation (facial, physical, vocal) and communication of the theme to the audience.

Task 3 – Evaluation

Task 3 is the project evaluation. Following the performance, students will review how their performance went in light of the feedback they receive from their teacher and audience. Students will give a self-assessment of their performance identifying strengths and areas to improve. Around 3 hours will be spent on this task.

Impact of our curriculum:

Progress is measured continuously with the majority of lessons culminating in a performance opportunity. This may be an informal sharing of work, with opportunity for peer and self-assessment, or a more formal teacher assessment. Knowledge is also measured through questioning, quick quizzes and supporting written work.

Engagement in the Performing Arts will be evident in a healthy uptake for KS4 BTEC courses, and in those continuing to study Performing Arts post 16. Students will engage in our extensive range extra-curricular activities that build on the skills developed in lessons.