

Curriculum overview: Dance

Key Stage 2

As a part of the Key Stage 2 Physical Education curriculum:

- To perform dances using a range of movement patterns.

Key skills/content requirements at GCSE

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- Attitudes that are considered most important in the Performing Arts, including personal management and communication
- Knowledge that underpins effective use of skills, process, and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

	Term 1	Term 2	Term 3	Portable Content	Key Terms
Year 9	Introduction to dance - Safe practise - Stimulus and choreography - Describing Dances - Constituent features - Developing motifs - Developing narrative - Performance Skills	Professional works - E of E - Broken To include: - Creative stylistic qualities - Purpose and influence - Techniques and skills used in the development, rehearsal and performances	Professional works - Charge - Swansong To include: - Creative stylistic qualities - Purpose and influence - Techniques and skills used in the development, rehearsal and performances	- Take part in technique workshops - Develop choreographic skills - Replicate and develop professional repertoire - Review performance work and constituent features of dance - Explore roles within all three performing arts disciplines	Choreographic devices Motif Retrograde Embellishment Stylistic Qualities Constituent Features of dance
Year 10	Component one: Exploring the performing arts. A1: Professional performance material, influences, creative outcomes and purpose. - Dance styles - Creative stylistic qualities	Component one: PST 12 Supervised hours.	Component two: Developing skills and techniques in the performing arts. A1: Rehearsal and design process - Health and safety - Behaviours and attitudes - Interpreting existing performance material	- Creative stylistic qualities - Purpose and influence - Techniques and skills - Stylistic qualities - Roles and responsibilities	Choreographic devices Motif Retrograde Embellishment Stylistic Qualities Constituent Features of dance

	- Purpose and influence on stylistic qualities A2: Roles, responsibilities and skills - Performance and non-performance roles - Responsibilities - Skills B1: Processes used in development, rehearsal and performance - Responding to a stimulus - Developing movement material - Performance and design tasks B2: Production process - Technical rehearsals - Dress rehearsals		- Development of skills and techniques - Exploring themes, ideas, styles or genres. - Interpreting repertoire - Responding to direction B1: Application of skills and techniques - Performance skills - Design skills - Application of performance/design skills - Application of interpretive skills - Application of stylistic skills - Communicating meaning of repertoire		
Year 11	Component 3 Mock: Performing to a brief A1: Understand how to respond to a brief through discussion and practical exploration activities	Component 3: Performing to a brief A1: Understand how to respond to a brief B1 Select and develop skills and techniques in response to a brief C1: Skills and techniques C2: Working effectively with others C3: Communicating ideas through performance D1: Reflect on the process D2: Reflect on the outcome		- Develop choreography in response to a stimulus - Perform a final polished performance in a chosen style - Write about the development process-4 controlled assessments	Choreographic devices Motif Retrograde Embellishment Stylistic Qualities Constituent Features of dance Concept Style Target Audience