

Subject Vision

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional, and intellectual capacity, whatever their previous experience in the subject. This curriculum recognises the role of Dance in young people's lives and celebrates the role Dance can play in developing students, resilience, compassion, and respect. Students will work on a range of Dance styles as both a soloist and part of a team. The study of an anthology of professional works throughout the key stages will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

End Points (by the end of Year 11)

- EP1. Students can explore performance pieces, understanding their social, cultural, and historical context and their reflection of the choreographic intent. (Respond)
- EP2. Students develop a range of physical, technical, and expressive skills (Perform)
 - EP2a and apply them to create and make individual contributions to performances (Create)
- EP3. Students are creative, effective, independent, and reflective young people who make informed choices in process and performance (Create and Perform)
- EP4. Students can reflect on and evaluate their own work and that of others (Respond)
- EP5. Students can work collaboratively to generate, develop, and communicate ideas
- EP6. Students can develop an awareness and understanding of the roles and processes undertaken in professional dance companies
- EP7. Students will adopt safe working practices – this is implicit across all practical units of work and MUST be adhered to in all lessons

Subject Domains of Knowledge

- D1. Performance

Subject Key Concepts

Performance

- D2. Choreography (ADSR)
- D3. Appreciation

- C1a. Physical skills and attributes – including posture, alignment, balance and co-ordination, control, flexibility, mobility, strength, stamina, extension, and isolation.
- C1b. Technical skills – including - action content, dynamic content, spatial content relationship content, timing content, rhythmic content, movement in a stylistically accurate way.
- C1c. Expressive skills - projection, focus, spatial awareness, facial expression, phrasing. Musicality, sensitivity to other dancers, communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).

Choreography

- C2a. Action content
- C2b. Dynamic content
- C2c. Spatial content
- C2d. Relationship content
- C2e. Choreographic processes
- C2f. Structuring devices and form
- C2g. Choreographic devices
- C2h. Communication of choreographic intent.

Appreciation (this is mainly used in KS4, only touched upon in KS3)

- C3a. Features of production
- C3b. Performance environments
- C3c. Choreographic approaches
- C3d. Choreographic content
- C3e. Choreographic intent - mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s).

Year 7: Dance

Units	<p>Unit 1 - DOUBLE UNIT (6): Action, Space, Dynamics and Relationships (ADSR). D1 PERFORMANCE (c1a and c1b) + D2 CHOREOGRAPHY. Taught in terms: 1 + 4.</p>
Unit Overview	<p>In this introductory double unit of work, students will ascertain knowledge of actions, space, dynamics and relationships (ADSR), with significant focus on the 6 dance actions. This will be gained through their practical and theoretical exploration of the professional work <i>Young Men</i> by Ivan Perez. This unit will focus on their performance skills as they showcase their physicality in lessons. Students will be required to perform choreography taught to them inspired by the work as well as create their own original choreography using ADSR to do so. They will conclude with a whole class performance.</p>
Lesson Sequence	<ol style="list-style-type: none"> 1. Introduction to dance at Ratton and the 6 dance actions – In this lesson, students will be introduced to the routines and expectations of their dance lessons. They will learn the dance actions of jump, turn, travel, gesture (no weight) and stillness. Students will be guided on how to conduct themselves in the studio classroom using save practice. 2. Introduction to <i>Young Men</i> by Ivan Perez and ADSR - In this lesson students will be introduced to Ivan Perez's choreography of <i>Young Men</i>. They will recite the title, name of the piece, choreographer, choreographic intention and mood/theme of the work. Students will learn choreography taught by classroom teacher with the movement language of <i>Young Men</i> and will include the 6 dance actions. 3. ADSR Applying the 6 dance actions in a motif and independent choreography – In this lesson students will be guided through a process of using the 6 dance actions to create their own choreography. In groups students will create their own version of each dance action and link them together to create a motif. 4. ADSR Application of dynamics and space – In this lesson students will be taught how to apply the technical skills of dynamics: slow, quick, jolty, robotic, fluid and sharp in addition with the space components: pathways and formations in choreography inspired by <i>Young Men</i>. 5. ADSR Application of relationships - In this lesson students will learn choreography in partners showcasing the relationships components of lead and follow, mirroring, action and reaction, counterpoint.

	<p>6. Assessment lesson – In this lesson, students will be practically assessed on their physical skills – because of their practical exploration of the professional dance work – <i>Young Men</i>, marked by iDoceo marksheets.</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>D1. Performance C1a. Physical skills and attributes C1b. Technical skills</p> <p>D2. Choreography</p> <ul style="list-style-type: none"> • C2a. Action content • C2b. Dynamic content • C2c. Spatial content • C2d. Relationship content
<p>KS4 End Points</p>	<p>EP2. Students develop a range of physical, technical, and expressive skills (Perform) EP2a. And apply them to create and make individual contributions to performances (Create) EP4. Students can reflect on and evaluate their own work and that of others (Respond) EP5. Students can work collaboratively to generate, develop, and communicate ideas EP7. Students will adopt safe working practices – this is implicit across all practical units of work and MUST be adhered to in all lessons</p>
<p>Declarative Knowledge (Students should know)</p>	<p>To describe “dance actions” including, elevation, turn, travel, gesture, stillness and floorwork To describe “use of space” including, size, level, pathways and formations. Students will know the structure of valuable verbal feedback and how this can help to improve physical performance</p>

<p>Procedural Knowledge (Students should be able to do)</p>	<p>To perform using a range of “body actions” including, elevation, turn, travel, gesture, stillness and floorwork, transfer of weight, To perform using “use of space” including, Size, Level, Pathways and Formations. Students will use the structure of valuable verbal feedback and see how this improves physical performance</p>
<p>Developing T3 Literacy and Numeracy</p>	<p>Actions Dynamics Space Relationships Elevation, Turn, Travel, Gesture – a movement without any transference of weight Stillness Floorwork Transfer of weight Dynamics - fast, slow, robotic, fluid, sharp and jolty Motif Choreographer Choreography</p>
<p>Assessment (Summative and Formative)</p>	<p>Summative: Final assessed practical performance using iDoceo using performance and technical marksheets. Formative: Verbal feedback from classroom teacher and peers during practical tasks. Enforcing use of key words and link to specificity of task.</p>
<p>Links to Prior Learning</p>	<p>Dance education at key stage 2 External tuition Extra-curricular activity</p>

Next steps in learning	<p>Application of physical skills to a specific technique</p> <p>Knowledge of how ADSR can be used to generate original choreography</p>
Common Barriers to learning in this unit	<p>Lack of tuition prior to secondary school</p> <p>Lack of dance lessons at key stage 2</p> <p>Lack of student resilience</p> <p>Lack of fine motor skills</p> <p>Lack of intrinsic motivation</p> <p>Peer pressure</p> <p>Specific learning needs</p> <p>Social anxiety</p>

Units	Unit 2 – SINGLE UNIT (3): Rock ‘n’ Roll. D1 PERFORMANCE (c1a, c1b + c1c) Taught in terms: 2 (part 1) + 5 (part 1).
Unit Overview	In this single unit of work students will learn the basic rock ‘n’ roll dance technique with focus on the jive and partnered duets. Students will gain knowledge on the basic history of rock ‘n’ roll having knowledge of the year and where it emerged and its links with society at the time, Students will work towards a whole class performance.
Lesson Sequence	<ol style="list-style-type: none"> 1. Introduction to rock ‘n’ roll and development of rock ‘n’ roll technique. In this lesson students will be introduced to the dance style of rock ‘n’ roll. They will identify the following key characteristics: partnered dance, lifts, kicks ‘n’ flicks and links to Elvis Present and the 1950’s. Students will learn 3 practical key steps from the rock ‘n’ roll style. These being: rock rock back step, flick flick step and a swivel turn. 2. Creating a partnered duet using rock ‘n’ roll steps and the hand jive – expressive skills. In this lesson students will combine the steps they have learnt and create a duet. Students will then be given the definition of the hand jive: “A dance associated with the rock and roll and rhythm and blues music of the 1950s, comprising a complicated pattern of hand moves and claps at various parts of the body, following or imitating the percussion instruments.” And learn this practically. 3. Combination of rock ‘n’ roll duet and hand jive to create a performance piece and assessment lesson. In this lesson students will combine all practical elements of the rock ‘n’ roll technique to structure a performance piece ready for assessment. Students will rehearse and then perform their practical exploration of the rock ‘n’ roll style, marked by iDoceo marksheets.
Key Domains and Concepts taught in this Unit	D1. Performance C1a. Physical skills C1b. Technical skills C1c. Expressive skills
KS4 End Points	<p>EP1. Students can explore performance pieces, understanding their social, cultural, and historical context and their reflection of the choreographic intent. (Respond)</p> <p>EP2. Students develop a range of physical, technical, and expressive skills (Perform)</p> <p>EP2a and apply them to create and make individual contributions to performances (Create)</p> <p>EP5. Students can work collaboratively to generate, develop, and communicate ideas</p>

	EP7. Students will adopt safe working practices – this is implicit across all practical units of work and MUST be adhered to in all lessons
Declarative Knowledge (Students should know)	To describe key facts and historical information, including stylistic features (for example paired dancing and specific technique) Students will be able to describe key steps (to include rock, rock back step, flicks and kicks and swivel turn) Students will be able to describe choreographic features (to include highlight, captivating moments, including contact work)
Procedural Knowledge (Students should be able to do)	To apply Theoretical knowledge to practical performance. Students will be able to perform key steps (to include rock, rock back step, flicks and kicks and swivel turn) Students will be able to work in a pairs to generate original movements material that uses identified choreographic features (to include highlight, captivating moments, including contact work)
Developing T3 Literacy and Numeracy	Kicks Flicks Swivels Hand jive Duet Contact work Space Highlight Captivating Musicality Control and accuracy Key stylistic features
Assessment (Summative and Formative)	Summative: Final assessed practical performance using iDoceo using performance and technical marksheets with an average score. Formative: Verbal feedback from classroom teacher and peers during practical tasks. Enforcing use of key words and link to specificity of task.

Links to Prior Learning	<p>Dance education at key stage 2</p> <p>External tuition</p> <p>Dance actions</p> <p>Previous teaching of use of space</p> <p>Motif and development</p> <p>Physical skills</p>
Next steps in learning	<p>Narrative choreography</p> <p>Characterisation – expressive skills development</p>
Common Barriers to learning in this unit	<p>Lack of tuition prior to secondary school</p> <p>Lack of dance lessons at key stage 2</p> <p>Lack of student resilience</p> <p>Lack of fine motor skills</p> <p>Lack of intrinsic motivation</p> <p>Peer pressure</p> <p>Specific learning needs</p> <p>Social anxiety</p> <p>Extended absence</p>

Units	Unit 3 – SINGLE UNIT (3): Cartoons (narrative dance). CHOREOGRAPHY (c2a, c2b, c2c, c2d, c2e, c2f, c2g, c2h). D1 PERFORMANCE (c1c). Taught in terms: 2 (part 2) + 5 (part 2).
Unit overview	<p>In this single unit of work students will be focusing on their choreography skills. This unit will have a stimulus of cartoons and will require students to create choreography using a narrative structure following a sequence of sections: A, B, C/beginning, middle, end. Students will learn how to create and develop movement from a given stimuli (cartoons). They will be introduced to choreographic devices and how to develop material using action, space, dynamics and relationships. They will perform with an audience for the first time conducting a ½ class performance.</p>
Lesson Sequence	<p>1. Introduction to the topic of cartoons and narrative dance, refining and choreography cartoon motifs. In this lesson will identify the physical characteristics of a cartoon: excitable, energetic and powerful. They will be introduced to narrative dance as a structure that tells us a story, split into three parts of the beginning middle and end. students will use inspiration from what they have discovered about cartoon characteristics to refine their taught motif and then create their own choreography to mimic a chase sequence.</p> <p>2. Motif development (advancing devices) and refining the narrative structure. In this lesson students will use space and relationship devices (ADSR), to develop their duet. This will use the spatial content of pathways, levels, direction and size of movement. Relationship content of lead and follow, mirroring, action and reaction, counterpoint and contact. Students will refine all content created to showcase a clear beginning, middle and end to their cartoon inspired dance. This will be showcased by a beginning position and lead into the story, the middle section of performance, and 3 ending positions that transition between</p> <p>3. Assessment lesson. In this lesson students will rehearse and then perform their practical exploration the cartoon inspired movement in a narrative structure marked by iDoceo marksheets.</p>
Key Domains and Concepts taught in this Unit / Term	<p>D1. Performance C1c. Expressive skills - projection, focus, spatial awareness, facial expression, phrasing. Musicality, sensitivity to other dancers, communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).</p> <p>D2. Choreography C2a. Action content, C2b. Dynamic content, C2c. Spatial content,</p>

	<p>C2d. Relationship content, C2g. Choreographic devices, C2h. Communication of choreographic intent.</p>
KS4 End Points	<p>EP1. Students can explore performance pieces, understanding their social, cultural, and historical context and their reflection of the choreographic intent. (Respond)</p> <p>EP2. Students develop a range of physical, technical, and expressive skills (Perform) EP2a and apply them to create and make individual contributions to performances (Create)</p> <p>EP4. Students can reflect on and evaluate their own work and that of others</p> <p>EP5. Students can work collaboratively to generate, develop, and communicate ideas</p> <p>EP7. Students will adopt safe working practices – this is implicit across all practical units of work and MUST be adhered to in all lessons</p>
Declarative Knowledge (Students should know)	<p>To describe and reflect on how the choreographic intent is portrayed through the choreographic process</p> <p>To describe what stylistic qualities create the characterisation of a cartoon, technical skills being variation in dynamics e.g., fast, slow, abrupt, impactful. Expressive skills being facial expressions, gestures and focus</p> <p>To engage in discussion on how to apply verbal feedback given by peers to elevate quality of work in a practical performance</p> <p>To describe how a chosen stimulus can be used to create original choreography from a practical exploration of initial ideas</p>
Procedural Knowledge (Students should be able to do)	<p>To perform choreography that has a clear choreographic intent decided in the choreographic process</p> <p>To perform with characterisation of a cartoon using the technical skills of varied dynamics: fast, slow, abrupt and impactful. Combined with the use of the expressive skills of facial expressions, gestures and focus#</p> <p>To apply verbal feedback once received from peers and/or the teacher elevate the quality of work in a practical performance</p> <p>To perform original choreography created with peers that was created from a chosen stimulus having practically explored initial ideas</p>
Developing T3 Literacy and Numeracy	<p>Narrative dance</p> <p>Structure (narrative, binary, ternary, rondo, transitions)</p> <p>Dynamics</p> <p>Expression</p>

	<p>Stimulus</p> <p>Choreographic intent</p> <p>Verbal feedback</p> <p>Characterisation</p> <p>Choreographic process (improvising, generating, selecting, developing, structuring)</p>
Assessment (Summative and Formative)	<p>Summative: Final assessed practical performance using iDoceo using performance marksheets.</p> <p>Formative: Verbal feedback from classroom teacher and peers during practical tasks. Enforcing use of key words and link to specificity of task.</p>
Links to Prior Learning	<p>Dance education at key stage 2</p> <p>External tuition</p> <p>Dance actions</p> <p>Previous teaching of use of space</p> <p>Motif and development</p> <p>Physical skills</p> <p>How to give valuable verbal feedback</p>
Next steps in learning	<p>Choreographic devices</p> <p>Use of props</p>
Common Barriers to learning in this unit	<p>Lack of tuition prior to secondary school</p> <p>Lack of dance lessons at key stage 2</p> <p>Lack of student resilience</p> <p>Lack of fine motor skills</p> <p>Lack of intrinsic motivation</p> <p>Peer pressure</p> <p>Specific learning needs</p> <p>Social anxiety</p> <p>Extended absence</p>

Units	Unit 4 - DOUBLE UNIT (6): <i>Seven for a secret never to be told</i> D2 CHOREOGRAPHY + D3 APPRECIATION Taught in terms: 3 + 6.
Unit Overview	In this double unit of work students will be combining dance knowledge learnt in the academic year to produce mostly their own choreography inspired by Mark Baldwin's <i>Seven for a secret never to be told</i> . Students will be focusing on their choreography skills to create and develop movement from their given stimuli. They will work with choreographic devices and develop material using action, space, dynamics and relationships. They will work towards a whole class performance with opportunities for duets to perform to the whole class as an audience.
Lesson Sequence	<ol style="list-style-type: none"> 1. Introduction to professional dance work: <i>Seven for secret never to be told</i> by Mark Baldwin. In this lesson, students will be introduced to a new professional dance work. They will learn that the dance is inspired by children's games and create their own variations of a patten-cake sequence. 2. The pillow fight, (using props). In this lesson students will choreography using the 6 dance actions as well as new action words such as: strike, dodge, duck, swipe and rebound. They will use the prop of a pillow or a soft jumper to complete this. 3. The pirate section. In this lesson students will use the component of space (ADSR), specifically pathways to replicate the path in a treasure map. They will then create a sword fight duet that focuses on the 6 dance actions and tells a narrative. 4. Implementing choreographic devices. In this lesson students will learn how to implement the choreographic devices of unison, canon, retrograde and repetition to their choreography. 5. Rehearse and refine. In this lesson students will take responsibility to conduct focused rehearsal time to ensure they can performance the piece without teacher guidance. 6. Assessment lesson. In this lesson students will complete their practical performance of <i>Seven for a secret, never to be told</i>. This will be marked on iDoceo marksheets.
Key Domains and Concepts taught in this Unit / Term	D2. Choreography D3. Appreciation C2a. Action content, C2b. Dynamic content,

	<p>C2c. Spatial content, C2d. Relationship content, C2e. Choreographic processes, C2f. Structuring devices and form, C2g. Choreographic devices, C2h. Communication of choreographic intent.</p> <p>D2a. Features of production, D2c. Choreographic approaches D2d. Choreographic content, D2e. Choreographic intent - mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s).</p>
KS4 End Points	<p>EP2. Students develop a range of physical, technical, and expressive skills (Perform)</p> <ul style="list-style-type: none"> • EP2a and apply them to create and make individual contributions to performances (Create) <p>EP3. Students are creative, effective, independent, and reflective young people who make informed choices in process and performance (Create and Perform)</p> <p>EP5. Students can work collaboratively to generate, develop, and communicate ideas</p>
Declarative Knowledge (Students should know)	<p>To describe what physical, technical and expressive skills are used to know how to create abstract choreography based on the idea of play – taking inspiration from children’s games as inspiration</p> <p>To describe and understand how to make creative decisions on the process in which choreography is created around the following children’s games: patta cake, hopscotch, play fighting, row your boat, flying an aeroplane and pillow fighting</p> <p>To describe how a chosen stimulus can be used to create original choreography from a practical exploration of initial ideas</p>
Procedural Knowledge (Students should be able to do)	<p>To create and perform abstract choreography based on effective decisions on what physical, technical and expressive skills are selected when using children’s games as inspiration</p> <p>To make creative decisions on the process in which choreography is created around the following children’s games: patta cake, hopscotch, play fighting, row your boat, flying an aeroplane and pillow fighting</p> <p>To perform original choreography created with peers that was created from a chosen stimulus having practically explored initial ideas</p>

Developing T3 Literacy and Numeracy	<p>Motif and development</p> <p>Abstract</p> <p>Choreographic intent</p> <p>Rebound</p> <p>Process</p> <p>Stimulus</p> <p>Transitions</p> <p>Property</p> <p>Safe practice</p> <p>Relationship content</p>
Assessment (Summative and Formative)	<p>Summative: Final assessed practical performance using iDoceo using choreography and appreciation marksheets.</p> <p>Formative: Verbal feedback from classroom teacher and peers during practical tasks. Enforcing use of key words and link to specificity of task.</p>
Links to Prior Learning	<p>Dance education at key stage 2</p> <p>External tuition</p> <p>Dance actions</p> <p>Previous teaching of use of space</p> <p>Motif and development</p> <p>Physical skills</p> <p>How to give valuable verbal feedback</p>
Next steps in learning	<p>Learning repertoire</p> <p>Creating prop focused choreography</p>
Common Barriers to	<p>Lack of tuition prior to secondary school</p> <p>Lack of dance lessons at key stage 2</p> <p>Lack of student resilience</p>

learning in this unit

- Lack of fine motor skills
- Lack of intrinsic motivation
- Peer pressure
- Specific learning needs
- Social anxiety
- Extended absence
- Injury