

Dance Department 2023-2024

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
TERM 1	<p>Students in Year 7 cover a Performing Arts introductory unit and 2 units of Dance on rotation. The unit they will be studying each term depends on the rotation.</p> <p>Introductory Unit: Matilda and The Core Values of Performing Arts</p> <p>Students explore the conventions of Musical Theatre and the core values of the Performing Arts using <i>Matilda the Musical</i> as a starting point. They will learn and perform teacher taught choreography, create movement in response to the narrative, characters, and music, and begin to develop the skills needed to work effectively as a member of an ensemble. This links to their other performing arts lesson where they will explore either the music or drama elements of the production.</p>	<p>Students in Year 8 cover 2 units of Dance on rotation and a unit of Musical Theatre. The unit they will be studying each term depends on the rotation.</p> <p>Unit 1: Dance Through The Ages</p> <p>Students will learn how dance has evolved through the practical exploration of short phrases of dance from the 1920s to the present day. Covering a variety of dance styles and genres, students will gain an understanding of the key features and stylistic qualities of each style, demonstrating those through performance, and developing composition skills using these key features as a starting point.</p>	<p>Dance in Year 9 is taught under the PE allocation and so Dance is not taught until term 2. Students in Year 9 cover 2 units of Dance on rotation and so the unit they will be studying each term depends on the rotation.</p>	<p>The Dancer As A Performer</p> <p>Students study the importance of safe working practices and develop knowledge and understanding of technical and physical skills through Contemporary Dance classes and a range of techniques.</p> <p>Students also develop their tier 3 vocabulary, so they can 'talk like a dancer', using subject specific language to describe, analyse and interpret dance.</p>	<p>Solo Performance</p> <p>Students develop and apply physical, technical and expressive skills and perform two solo phrases set by the exam board as part of their NEA.</p> <p>Shadows</p> <p>The study of 'Shadows' by Christopher Bruse will further develop students' analysis skills including features of production, performance environment, the choreographic process, choreographic intent, and the choreographic content.</p>

TERM 2	Unit 1: Zero Degrees Students explore Akram Khan's Zero Degrees. Using the theme of identity and the process of storytelling, the collaborative journey is the focus of this unit, where students learn movement from the work, and explore their own culture and identity as well that of others to create original work.	Unit 1: Dance Through The Ages Students will learn how dance has evolved through the practical exploration of short phrases of dance from the 1920s to the present day. Covering a variety of dance styles and genres, students will gain an understanding of the key features and stylistic qualities of each style, demonstrating those through performance, and developing composition skills using these key features as a starting point. Unit 2: Motionhouse Inspired by Motionhouse and their use of common human concerns and our connection to the world in which we live, students explore topics including flooding, the pressure of time, fear and captivity, and our relationship with water, the Earth and energy. Using the same choreographic process as the company, students will develop company rep, as well as create and develop their own movement in response to these themes.	Unit 1: Commercial Dance Students study the exciting world of commercial dance and dance for camera, where music videos, films, adverts and West End productions are brought to life. Spanning styles from Ballet to Hip Hop, students learn movement from works such as Michael Jackson's Thriller and Bob Fosse's All That Jazz and use composition skills to create their own sections of the works.	The Dancer As a Performer and Creator through professional dance work (Emancipation of Expressionism). Students extend their knowledge of safe working practices alongside physical, technical and expressive skills and continue to develop these practically. Practical and theory lessons will develop students' analysis skills with a focus on Emancipation of Expressionism by Kenrick H2O Sandy MBE, the first of the 6 anthology works. Students will explore how the movement elements and production features support the subject matter of the work and use signature movement vocabulary to develop their composition skills in the creation of a group performance piece.	Performance in a Duo/Trio Students will learn a duo or trio, based on the remaining two set phrases, which allows each student to showcase their individual strengths and skills. This will be performed and assessed as part of students' NEA. Infra Students will also study 'Infra' by Wayne McGregor and develop their ability to compare dance work with a focus on examination style questions in preparation for their mock exam paper.
TERM 3	Unit 1: Zero Degrees Students explore Akram Khan's Zero Degrees. Using the theme of identity and the process of	Unit 2: Motionhouse Inspired by Motionhouse and their use of common human concerns and our connection to	Unit 1: Commercial Dance Students study the exciting world of commercial dance and dance for camera, where music	The Foundations of Composition Students develop their composition skills and	Composition Students create their own choreography in response to their chosen stimulus from a

	<p>storytelling, the collaborative journey is the focus of this unit, where students learn movement from the work, and explore their own culture and identity as well that of others to create original work.</p> <p>Unit 2: Dance By Chance Students explore the core movement elements and Cunningham's method of Chance choreography, using playing cards, dice, coin flipping and instruction manuals to influence the creative process and support students in the making of completely unique and original work.</p>	<p>the world in which we live, students explore topics including flooding, the pressure of time, fear and captivity, and our relationship with water, the Earth and energy. Using the same choreographic process as the company, students will develop company rep, as well as create and develop their own movement in response to these themes.</p>	<p>videos, films, adverts and West End productions are brought to life. Spanning styles from Ballet to Hip Hop, students learn movement from works such as Michael Jackson's Thriller and Bob Fosse's All That Jazz, and use composition skills to create their own sections of the works.</p>	<p>participate in a range of workshops exploring stimuli and starting points, using props, sculpture and music to experiment with the choreographic process.</p> <p>A Linha Curva 'A linha curva' by Itzik Galili will be used to develop analysis skills, where students will gain an understanding of the importance of production features in the communication of the choreographic intent, as well exploring the dance styles of Capoeira and Salsa.</p> <p>Section A The hypothetical choreography will be covered, and students will start to develop their responses to examination style questions.</p>	<p>range set by the exam board. This will be performed and assessed as the final part of the NEA.</p> <p>Section B Students develop 6 mark responses in preparation for Section B of the written exam paper.</p> <p>Artificial Things Students will study 'Artificial Things' by Lucy Bennett, the final anthology work and develop their responses to examination style questions in preparation for their mock exam paper.</p>
TERM 4	<p>Unit 1: Zero Degrees Students explore Akram Khan's Zero Degrees. Using the theme of identity and the process of storytelling, the collaborative journey is the focus of this unit, where students learn movement from the work, and explore their own culture and identity as well that of others to create original work.</p> <p>Unit 2: Dance By Chance</p>	<p>Unit 2: Motionhouse Inspired by Motionhouse and their use of common human concerns and our connection to the world in which we live, students explore topics including flooding, the pressure of time, fear and captivity, and our relationship with water, the Earth and energy. Using the same choreographic process as the company, students will develop company rep, as well as create and develop their own</p>	<p>Unit 2: Composition From A Stimulus Students experience what it is like to be the choreographer of their own work from start to finish. Selecting from a range of stimuli, students use the skills they have developed and explore the choreographic process to create a truly original piece of dance.</p>	<p>Solo Composition Students will apply their composition skills to an examination style question to create a solo composition, demonstrating the selection of appropriate elements to communicate their choreographic intent. This is then adapted to form the basis of duo/trio work and will also help students to develop the</p>	<p>Revision Students will revise all theoretical knowledge covered, including section A content, section B analysis and evaluation of their own work and the 6 Anthology works including the production features, movement content and key information. This will all be in preparation for the written paper examination.</p>

	Students explore the core movement elements and Cunningham's method of Chance choreography, using playing cards, dice, coin flipping and instruction manuals to influence the creative process and support students in the making of completely unique and original work.	movement in response to these themes.		physical and expressive skills specific to duo/trio work including contact work and the importance of relationships in group performance and choreography.	
TERM 5	Unit 2: Dance By Chance Students explore the core movement elements and Cunningham's method of Chance choreography, using playing cards, dice, coin flipping and instruction manuals to influence the creative process and support students in the making of completely unique and original work.	Musical Theatre Unit: The Lion King Students develop their knowledge and understanding of the conventions of Musical Theatre through the exploration of The Lion King. They will learn and perform teacher taught choreography, create movement in response to the narrative, characters, themes, and music, and develop the skills needed to work effectively as a member of an ensemble. This links to their other performing arts lesson where they will explore either the music or drama elements of the production.	Unit 2: Composition From A Stimulus Students experience what it is like to be the choreographer of their own work from start to finish. Selecting from a range of stimuli, students use the skills they have developed and explore the choreographic process to create a truly original piece of dance.	Solo Performance Students start to learn two solos set by the examination board, demonstrating the application of physical, technical, expressive, and mental skills and attributes during performance. Section B This experience will be used to develop responses to Section B questions which require students to analyse and reflect on their own work. Within Her Eyes Students will study 'Within Her Eyes' by James Cousins, further developing their analysis skills with a focus on the features of production, the performance environment and dance for camera.	Revision