



Curriculum Overview

Dance

Subject Leader

Miss S Harper

Intent

Frome College firmly believes in the importance of an exciting and stimulating dance curriculum for all. Dance plays a key role to nurture passionate, imaginative, and inquisitive individuals, which in turn will enhance their emotional and physical development.

We offer a broad and diverse curriculum enabling students to develop their knowledge and skills in dance. In addition, the dance curriculum aims to promote transferable skills such as confidence, teamwork, resilience and communication to develop individuals into positive role models in the community.

Throughout key stage 3, creativity is at the core of the curriculum, where students will choreograph their own dance pieces based on various types of stimuli and dance styles and techniques, whilst critically appreciating the work of professional dance practitioners and their own work. Students will learn the four ingredients of dance; action, space, dynamics and relationships. These core ingredients are interwoven when exploring the three key ideas of creating, performing and appreciation.

The dance curriculum has been designed with a linear structure where key concepts and skills are fed into schemes of learning. It has been designed to take individuals on a journey building their knowledge and skills to a deeper level of understanding to prepare them for future study. Frome College works closely with middle schools to support this transition. These skills intentionally become more complex to hone and develop performance talent to prepare students for their transition for further study at key stage 4.

At key stage 4, students cultivate their interests and skills in dance by exploring how the performing arts industry operates and gaining an analytical appreciation of professional works. Students undertake a range of modules and activities to aid the development of choreography, performance and appreciation.

Furthermore, we aim to provide a key stage 5 curriculum to support learners who want to pursue a career in dance. Students will develop both their technical performance skills through physical training whilst working as choreographers exploring the structure and content of dance performance.

Alongside the curriculum, students can engage in a thriving extra-curricular programme and hold a number of opportunities and events where students can showcase their own dance work.

Our overarching vision at Frome College is to ignite a passion for dance, supporting their understanding of the arts and culture, whilst enabling them to become more confident, well rounded and creative individuals.

Implementation

Frome College believes that access to a high quality dance education as part of a broad and balanced curriculum is the birthright of every child.

As a physical and creative subject, dance is taught in a practical and independent way. Lessons are a hive of activity, where students will explore a range of dance techniques and styles. Schemes of learning have been designed with choreography, performance and appreciation lying at the heart of the dance curriculum, embedding and internalising knowledge through practical tasks, alongside widening the students' understanding of a range of professional practitioners, repertoire, techniques and cultures.

Lessons are structured using Rosenshines' principles, which follow the explain, model, practice and check approach. This is habitual in all lessons, where the teacher demonstrates a technique/skill, which is practiced together before a gradual release of responsibility, where students work independently.

A range of systems have been embedded to check student understanding and comprehension in both verbal and physical formative assessment, as well as linking new learning to prior knowledge to allow deeper comprehension and easier decoding for new information.

Feedback and reflection are utilised in every lesson to support and challenge students to make the best possible progress. This can be demonstrated through self, peer or teacher feedback.

At Frome College, we recognise the process of choreography and performance is just as important as the finalised performance piece. Learners will be able to track their progress, reflecting and evaluating the application and development of performance skills and techniques during the rehearsal stages and final performance.

Schemes of learning are reviewed on a regular basis to ensure the dance curriculum is engaging and accessible to all students and that it continues to foster a culture of creativity, excellence and inclusivity.

At Frome College, dance can be opted for as a discrete subject in Year 9 and in addition, dance is taught within the PE curriculum. Students can also deepen their knowledge and understanding in dance by embarking on the BTEC Performing Arts course with a dance approach at key stage 4.

Furthermore, the dance curriculum extends to an exciting enrichment programme of trips to see professional dance works, production shows, dance festivals and holds a number of opportunities and events where students can perform their own dance work.

Frome College recognises enrichment and extracurricular are paramount to develop students' breadth of skills and enjoyment through a range of enrichment activities and interweaving the faculty to work together to a common goal of performances and productions to our local community.

Allocated curriculum time

3 year course	Y9	Y10	Y11
Fortnightly lesson allocation	4	4	4

2 year course	Y9	Y10	Y11
Fortnightly lesson allocation	-	6	5

Year 9 Dance Curriculum

The foundation year 9 curriculum allows for rapid progression in Yr10 when the assessment windows open. Alternatively, students can study the BTEC course in year 10 but independent study would be strongly advised on the basic fundamentals of dance.

Term	Dance Units
1	<p>Introduction to Dance (Actions, chance method and use of dynamics)</p> <p>Students will be introduced to safe dance practice and will understand the importance of a warm up. Students will learn a set warm up routine which assesses their technical and expressive performance skills. In addition, students will be introduced to the six dance actions and how to create a dance using the chance method developed by professional practitioner Merce Cunningham.</p> <p>In the second half of the term, students will be introduced to dynamics and how this enhances a dancers' performance work to show variation, interest, a dance idea more clearly and/or to create a mood or emotion.</p>
2	<p>Introduction to Dance (Space and relationships)</p> <p>Students will explore how space can be used through improvisational tasks. Students will learn a set phrase and develop using spatial elements.</p> <p>In addition, students will be introduced to how relationships can be used in dance to add visual interest and variety and can help to make a dance idea clear.</p>
3	<p>Dance style and technique</p> <p>Students will develop their skills and techniques in Contemporary, Jazz and Street dance exploring the stylistic features of each genre.</p>
4	<p>Choreography to a stimulus</p> <p>Students will deepen their understanding of the art of choreography by using a variety of stimulus material to initiate dance work. Learners will become aware of the stages of choreography from initial stimulus, experimentation, manipulation of ideas, the selection of material, refinement, rehearsal and ultimately performance.</p>
5	<p>Contact work</p> <p>Students will be introduced to how dancers can use contact work in a piece of choreography. Learners will be taught how to use counterbalances and various types of lifts whilst maintaining safe dance practice. Students will then use these skills to develop a final piece of contact dance choreography.</p>
6	<p>Learning a professional set work</p> <p>Students will analyse and learn a set professional work focusing on performance skills and reflect on their own progress as a dancer.</p>

Key stage 4

BTEC Level 2 Tech Award in Performing Arts (with a Dance approach)

The BTEC Level 2 Tech Award in Performing Arts with a dance approach course gives learners the opportunity to build skills that show an ability for further learning, both in the dance sector and more widely. The approach to the course is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. The qualification forms part of a key stage 4 learning programme that enables both academic and vocational progression.

The course helps students to develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation of dance.

This qualification enables students to:

- Increase their confidence and self esteem
- Employ the skills of problem solving and creativity
- Make knowledgeable decisions through dances
- Understand effectiveness of working in teams to develop ideas, rehearsals and performances
- Develop performance disciplines and styles of dance

Structure of the course

The course is split into three components:

Component 1 Exploring the Performing Arts (30%) Written coursework

This component will help students to understand the requirement of being a dancer across a range of performances and disciplines. Learners will develop their understanding of the performing arts by analysing practitioners' work and the processes used to create performance work.

Component 2 Developing Skills and Techniques (30%) Written coursework and practical performance

In this component, students will participate in practical workshops to develop dance skills and techniques to learn and perform a professional piece of repertoire. Students will reflect on their progress using technical, expressive and interpretative skills through the rehearsal and final performance.

Component 3 Responding to a Brief (40%) Practical performance and written exam

Working as a dancer or a designer, students will respond to an exam brief and a stimulus to create a piece of choreography or design portfolio. Learners will be encouraged to work collaboratively to create an effective dance piece that clearly communicates an idea to a target audience.

How will you be assessed?

Components 1 and 2 are assessed by your teacher and evidence is created throughout workshop lessons and the associated written work. Students will produce a variety of evidence such as video recordings of practical rehearsals and performances, reflection sheets, milestone logs, presentations, logbooks and evaluations. This evidence will be produced in set assessment windows from the exam board.

The final component is assessed by an external examiner who will grade the final performance and three written logs reflecting on the process of the final choreography.

How can I support my child in this subject?

- Encouraging your child to be mindful of deadlines and helping them to plan their workload so that deadlines are met, is an important part of any coursework based assessment.
- Encourage students to watch a variety of dance styles, live and pre-recorded
- Encourage students to make use of lunchtime and after school support sessions when and if needed.
- Take part in dance activities where possible, engage with all aspects of cultural dance in society

What career could I have with this course?

Job opportunities:

Dancer

Arts administrator

Choreographer

Community arts worker

Dance movement psychotherapist

Personal trainer

Dance health practitioner

Achieving a pass in this course will allow you to study:

BTEC Level 3 Performing Arts (Dance)

A Level Dance

Performance studies Level 3 Cambridge National Technical

Year 10 BTEC Dance

Term	Unit
1	<p>Use rehearsal processes</p> <p>Health and safety Behaviour and attitudes when working with others Being prepared, warming up and cooling down Dance technique</p>
2	<p>Application of skills and techniques in performance</p> <p>Technical skills Expressive skills Mental skills Rehearsal skills Initial skills audit Action plan</p>
3	<p>Assessment window</p> <p>Component 2 Developing skills and techniques</p> <p>Students start to learn a piece of professional repertoire based on a set theme from the exam board. Learners will respond to direction and review their development of skills, techniques and progress in a logbook.</p>
4	<p>Assessment window</p> <p>Component 2 Developing skills and techniques</p> <p>Students will continue to rehearse the set professional repertoire based on a set theme from the exam board building towards a final performance. Students will identify their strengths and areas for further development and will review the final performance outcome.</p>
5	<p>Roles and responsibilities</p> <p>Students will examine the roles, responsibilities and skills used to create dance work developing their knowledge and understanding of how these roles contribute to the shaping of a performance work.</p>
6	<p>Processes used in development, rehearsal and performance</p> <p>Students will explore and participate in workshops to develop their knowledge and understanding of interrelationships between processes, techniques and approaches that contribute to performance repertoire.</p>

Year 11 BTEC Dance

Term	Unit
1	Assessment window Component 1 Exploring the Performing Arts Students will analyse a practitioners' work based on a theme set from the exam board and will develop an understanding of the processes used to create the performance work.
2	Assessment window Component 1 Exploring the Performing Arts Students will continue to analyse a practitioners' work based on a theme set from the exam board. Learners will produce a written logbook outlining the roles and responsibilities of professionals involved in the final production and will analyse the constituent features of the chosen work.
3	Component 3 Responding to a Brief Students will respond to an exam brief and stimulus to plan and research ideas for a final performance piece. Students will work collaboratively to create a dance piece that clearly communicates the theme to a chosen target audience. Students will complete an ideas log outlining their initial ideas and how they will structure their final piece.
4	Component 3 Responding to a Brief Students will continue to choreograph and rehearse their final performance piece based on a set theme from the exam board. Learners will complete a skills log outlining the application of dance skills.
5	Component 3 Responding to a Brief Learners will complete an evaluation of the final outcome reflecting on how the performance meets the exam brief, strengths and areas for further development.