



Year 7: Our curriculum intent is:

As part of the PE curriculum, pupils follow a carefully planned and sequenced range of activities. One of these activities will be Dance, which aims to develop student's social skills, physical and creative skills.

Students take part in dance lessons for 1 term – this could be any time between

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Basic Dance Actions, learning a section of choreography that includes all dance actions. Students then develop knowledge of motif development through structured choreography tasks.					
Subject Specific Skills	Students will develop their physical ability in terms of strength, stamina, balance and co-ordination through a modern dance style. They will replicate movements, develop aspects of their creative ability through structured choreography tasks, as well as developing confidence in performance.					
Links (Nat curr, Lit, Numeracy)	National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how our PE Curriculum strengthens prior learning and develops these skills further					
Transferable Skills	• Confidence • Teamwork • Observation					

Post 16 and beyond:

Key stage 5 students could study the Extended Certificate in Dance, which is equivalent to one A-Level.

The units focus on: group performance, where learners will develop the essential psychomotor and affective skills essential for dance. They will develop physical techniques as well as wider transferable skills, such as being able to work collaboratively, personal management and organisation, being able to give and take direction, confidence in front of an audience, problem solving and teamwork. Learners will understand different audiences in different environments and will learn to adapt a performance to engage the target audience. We will select one optional unit to support their choices in progression.

Focused on introduction to new dance style with more creative opportunities, building on their physical skills and choreographic skills from year 7. They will have an opportunity to perform to their peers once again to improve confidence.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Basic Dance Actions, learning a section of dance in a new style, students then develop knowledge motif development through creating their own choreography.					
Subject Specific Skills	Students will further develop their physical ability particularly in terms of more complex co-ordination through a new dance style. They will replicate movements, and apply choreographic devices, leading towards a final performance.					
Previous Links	National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how our PE Curriculum strengthens prior learning and develops these skills further.					
Transferable Skills	- Confidence - Teamwork - Observation					

Key stage 5 students could study the Extended Certificate in Dance, which is equivalent to one A-Level.

The units focus on: group performance, where learners will develop the essential psychomotor and affective skills essential for dance. They will develop physical techniques as well as wider transferable skills, such as being able to work collaboratively, personal management and organisation, being able to give and take direction, confidence in front of an audience, problem solving and teamwork. Learners will understand different audiences in different environments and will learn to adapt a performance to engage the target audience. We will select one optional unit to support their choices in progression.

In Year 9, learners' study six units which are assessed throughout using the 1-9 BTEC conversion KS3 grades. Learners will develop an understanding of basic dance skills, covering four/five styles in more depth. They will also learn about choreography and have the opportunity to work in groups to choreograph their own sections of dance in each style. They will apply their skills in choreography and performance during the final project. This SoL is designed to prepare learners for further study in year 10/11 in BTEC Tech Performing Arts: Dance.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Introduction to Dance - understand how Dance can be used to communicate the theme.	Introduction to Choreography - learning to generate movement ideas and develop them with a range of choreographic devices.	Rock & Roll - learning how to work with a partner and lift safely.	Contemporary Dance - focusing on performance skills and floor work.	Dance Repertoire	Dance Project
Subject Specific Skills	Learners will understand the physical skills necessary for all styles of Dance, and self-assess their starting ability. Learners will develop these skills through simple activities and learn a piece of Dance. They will also watch and discuss a set piece to begin to understand how a performance can communicate a theme to the audience.	Learners will develop an understanding of how to create their own movements and use choreographic devices to create a section of dance. They will have the opportunity to work with others to share and discuss ideas, as well as evaluating their own and other dances.	Learners will have the opportunity to learn a new style in order to develop more complex skills – fast movements, complex co-ordination, partner work and lifting. This unit will also cover safe practise in Dance to encourage safety and confidence with lifting techniques.	Learners will have the opportunity to develop their technique in the contemporary style of Dance. This unit will challenge them to learn more complex movements and techniques and introduce identification of strengths and areas to improve, as well as goal setting.	Learners will have the experience of working like a professional dancer in a company; taking part in technique sessions, learning repertoire and rehearsing ready for a live performance. This is an opportunity to introduce a new style of Dance.	Learners will be introduced to the concept of a 'brief'. They will have an opportunity to apply their skills from previous units to create a solo or group performance piece in a style of their choice.
Previous Links	National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how our PE Curriculum strengthens prior learning and develops these skills further					
Transferable Skills	Communication & SPAG Team work Confidence Self-assessment	Communication & SPAG Creativity Problem solving Evaluation Team work	Communication & SPAG Creativity Team work Confidence	Communication & SPAG Evaluation	Communication & SPAG Independent learning Team work Confidence Self-assessment	Communication & SPAG Creativity Problem Solving Independent learning Team work, Confidence, Self-assessment

Key stage 5 students could study the Extended Certificate in Dance, which is equivalent to one A-Level.

The units focus on: group performance, where learners will develop the essential psychomotor and affective skills essential for dance. They will develop physical techniques as well as wider transferable skills, such as being able to work collaboratively, personal management and organisation, being able to give and take direction, confidence in front of an audience, problem solving and teamwork. Learners will understand different audiences in different environments and will learn to adapt a performance to engage the target audience. We will select one optional unit to support their choices in progression.



Year 10: Our curriculum intent is:

In Year 10, learners' study two of the three course components which are assessed via internal coursework. Learners will build on prior knowledge from Year 9 to explore a range of performing arts styles, and build knowledge and experience of performance roles, skills and techniques. They will apply this knowledge to repertoire, both theoretically and practically. They will explore practitioners' work and understand the processes that contribute to performance pieces.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Component 1 Introduction - technique in 3 styles and consistent features of Dance.	Component 1: Alvin Ailey 'Revelations' as well as intro to contemporary dance and learning phrases	Component 1: David Bintley 'Still Life' at the Penguin Cafe as well as intro to Ballet and learning phrases	Component 1: Matthew Bourne 'Romeo & Juliet' as well as intro to Dance Theatre and learning phrases	Component 2: Learning repertoire, rehearsal and tracking progress through target setting.	
Subject Specific Skills	Learners will develop an understanding of the requirements of being a performer across a range of performances and performance styles. Learners will look at elements such as roles, responsibilities and the application of relevant skills, processes and techniques.	They will broaden their knowledge through observing existing repertoire and by learning about the approaches of one specific practitioner, style of Dance and set piece. This SoL provides an opportunity for in-depth understanding of Alvin Ailey's work and the processes and practices that contributed to his contemporary dance piece 'Revelations'.	They will broaden their knowledge through observing existing repertoire and by learning about the approaches of one specific practitioner, style of Dance and set piece. This SoL provides an opportunity for in-depth understanding of David Bintley's work and the processes and practices that contributed to his Ballet piece 'Still Life' at the Penguin Café.	They will broaden their knowledge through observing existing repertoire and by learning about the approaches of one specific practitioner, style of Dance and set piece. This SoL provides an opportunity for in-depth understanding of Matthew Bourne's work and the processes and practices that contributed to his Dance Theatre piece 'Romeo & Juliet'.	Learners will take part in workshops and classes to develop technical, practical and interpretative skills through the rehearsal and performance process. Learners will study in depth existing performing arts repertoire, applying relevant skills and techniques to reproduce a section. Throughout this component learners will review their progress and consider how to make improvements. This component allows consideration of learner's own aptitude and enjoyment for performing arts, helping to make informed decisions about future study.	
Previous Links	National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how our PE Curriculum strengthens prior learning and develops these skills further. Links to KS4 BTEC Performing Arts Specification					
Transferable Skills	➤ Communication & SPAG ➤ Analysis ➤ Time Keeping ➤ Organisation ➤ Independent Research	➤ Communication & SPAG ➤ Analysis ➤ Time Keeping ➤ Organisation ➤ Independent Research	➤ Communication & SPAG ➤ Analysis ➤ Time Keeping ➤ Organisation ➤ Independent Research	➤ Communication & SPAG ➤ Analysis ➤ Time Keeping ➤ Organisation ➤ Independent Research	➤ Communication & SPAG ➤ Analysis ➤ Time Keeping ➤ Organisation ➤ Independent Research	

Post 16 and beyond: Key stage 5 students could study the Extended Certificate in Dance, which is equivalent to one A-Level.

The units focus on: group performance, where learners will develop the essential psychomotor and affective skills essential for dance. They will develop physical techniques as well as wider transferable skills, such as being able to work collaboratively, personal management and organisation, being able to give and take direction, confidence in front of an audience, problem solving and teamwork. Learners will understand different audiences in different environments and will learn to adapt a performance to engage the target audience. We will select one optional unit to support their choices in progression.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Component 3: Introduction to exam unit. Developing choreography and performance skills.	Component 3: Preparation choreography tasks.	Component 3: external set stimulus students create own choreography.	Component 3: external set stimulus students create own choreography.	Component 3: external assessments Component 3: external assessments	
Subject Specific Skills	Learners will explore a range of styles and phrases, as well as new physical skills and application of choreographic strategies to prepare for the release of the exam brief.	Learners will have the opportunity to explore an idea/theme using existing or newly developed skills, in performing and adapting them to suit the chosen theme and/or performance style.	Learners will have the opportunity to respond to a brief that outlines the performance and design requirements and asks learners to consider a target audience and to start the creative process by using the given stimulus included in the brief.	Working as part of a group, learners will develop ideas for a workshop performance and apply skills and techniques to communicate creative intentions to a live audience.	Learners will complete the three written assessments and the practical performance to showcase the knowledge and skills they have developed throughout the course.	
Previous Links	National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how our PE Curriculum strengthens prior learning and develops these skills further. Links to KS4 BTEC Performing Arts Specification					
Transferable Skills	➤ Communication & SPAG ➤ Analysis ➤ Time Keeping ➤ Organisation ➤ Independent Research	➤ Communication & SPAG ➤ Analysis ➤ Time Keeping ➤ Organisation ➤ Independent Research	➤ Communication & SPAG ➤ Analysis ➤ Time Keeping ➤ Organisation ➤ Independent Research	➤ Communication & SPAG ➤ Analysis ➤ Time Keeping ➤ Organisation ➤ Independent Research	➤ Communication & SPAG ➤ Analysis ➤ Time Keeping ➤ Organisation ➤ Independent Research	

There are a variety of exciting Dance pathways in a sector that is consistently growing that students can look to pursue:
 Choreographer Community Dance Practitioner Costume/Set Designer Dance Performer Dance/Arts/Culture Officer Dance Company Education Specialist Dance Film Maker Dance
 Movement Therapist Dance Journalist Dance Lecturer or Academic Researcher Dance Photographer Dance Project Coordinator or Administrator Dance Producer Dance Science Dance
 Teacher Lighting Designer/Technical Production Management Specialist Notation/Choreology Pilates Instructor Press and Public Relations Specialist Yoga Instructor Youth Worker



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