



## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Year 10

<b>SUBJECT</b>	<b>DANCE</b>
<b>INTENT</b>	<p><i>'We dance for laughter, We dance for tears, We dance for madness, We dance for fears, We dance for hope, We dance for screams, We are the dancers, We create the dreams'</i> <b>Albert Einstein</b></p> <p>We study dance in order to inspire creativity, develop curiosity and explore the limitless capabilities of our bodies.</p> <p>We challenge our students to respond to the world around them and to find ways to communicate their ideas, motivate others and present themselves with confidence and flair. We work in an environment that is built on mutual respect for the subject and those studying it. We promote fun.</p> <p>We reap the benefits of studying a subject that provokes debate, opportunities to problem solve and advocates physical and mental</p>



# CHORLTON HIGH SCHOOL: DANCE

wellbeing. Studying dance allows us to engage with different cultures, and historical events. We are researchers, performers, creators, leaders and independent learners.

Studying Dance at Chorlton High School is an investment in the future; the versatility it offers means that our students become highly skilled in a number of areas. As well as evoking a passion and appreciation for dance and theatre with a good grounding for further vocational study in performance, this subject will also provide a broad range of transferable skills which sets our students apart from others.

Our learners are confident presenters of ideas, articulate, empathetic and curious; they know how to work with others to bring an idea to life. They can plan effectively, work under strict time pressures and can unpick theatrical design (whether that's set, costume, lighting or sound) and find meaning. Dance challenges our learners to be driven, independent individuals.



# CHORLTON HIGH SCHOOL: DANCE

Year Group	<b>10</b>					
Rationale/ Narrative	Year 10 students will continue to develop skills and understanding in Performance, Choreography and Critical Appreciation. Students will study a number of anthology works (professional dance works they must study for their written exam) and prepare performance work ready for submission.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Performance – Set Phrases ‘Breathe’</p> <p>Theory focus – Section A/B (Performance skills, Nutrition &amp; Training)</p> <p><b><u>PRACTICAL LESSONS:</u></b> Introduction to GCSE Dance course with a focus on improving and building on previous Dance technique. Pupils will learn, rehearse and perform a solo for GCSE assessment</p> <p><b><u>THEORY LESSONS:</u></b> Pupils will be introduced to Key Dance Vocabulary required for the written exam. Pupils will learn and demonstrate understanding of</p>	<p>Performance – Duet/Trio performance piece</p> <p>Theory focus – Section A/B (Choreography skills)</p> <p><b><u>PRACTICAL LESSONS:</u></b> Pupils will explore the choreography and performance work looking specifically at elements of the dance style and demonstrating choreographic intent. They will create and perform a group piece.</p> <p><b><u>THEORY LESSONS:</u></b> Section A of paper (choreography)</p>	<p>Performance – Duet/Trio performance piece</p> <p>‘Shadows’ Christopher Bruce</p> <p><b><u>PRACTICAL LESSONS:</u></b> Pupils will explore the set work looking specifically at elements of the dance style, key developments and links to stimuli.</p>	<p>Within her eyes’ James Cousins</p> <p><b><u>PRACTICAL &amp; THEORY LESSONS:</u></b> Pupils will explore the set work looking specifically at elements of the dance style, key developments and links to stimuli.</p> <p>Exam paper practice</p>	<p>Performance – Set Phrases ‘Scoop’</p> <p><b><u>PRACTICAL &amp; THEORY LESSONS:</u></b> Pupils will learn, rehearse and perform a solo for GCSE assessment</p> <p>Exam paper practice</p>	<p>Theory exam and performance skills revision</p> <p><b><u>PRACTICAL &amp; THEORY LESSONS:</u></b> Pupils will explore the set work looking specifically at elements of the dance style, key developments and links to stimuli.</p> <p>Exam paper practice</p>



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	Performance skills needed by a dancer. Pupils will explore nutrition and hydration associated with training and performance.					
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>-Improving technique</li> <li>Enhancing confidence</li> <li>-Performance skills</li> <li>-Problem solving</li> <li>-Learning new vocabulary</li> <li>- Building literacy</li> <li>-Improving organizational skills</li> <li>-Independent learning/responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>-Improving technique</li> <li>Enhancing confidence</li> <li>-Performance skills</li> <li>-Problem solving</li> <li>-Learning new vocabulary</li> <li>Building literacy</li> <li>-Improving organizational skills</li> <li>-Independent learning/responsibility</li> <li>-Analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>Improving technique</li> <li>-Enhancing confidence</li> <li>-Performance skills</li> <li>-Improving movement memory ability</li> <li>-Learning new vocabulary</li> <li>-Enhancing analytical skills</li> <li>-Building literacy</li> <li>-Organisational skills</li> <li>-Teamwork</li> <li>-Communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Improving technique</li> <li>-Enhancing confidence</li> <li>-Performance skills</li> <li>-Improving movement memory ability</li> <li>-Learning new vocabulary</li> <li>-Enhancing analytical skills</li> <li>-Building literacy</li> <li>-Organisational skills</li> <li>-Teamwork</li> <li>-Communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Improving technique</li> <li>-Enhancing confidence</li> <li>-Performance skills</li> <li>-Improving movement memory ability</li> <li>-Learning new vocabulary</li> <li>-Enhancing analytical skills</li> <li>-Building literacy</li> <li>-Organisational skills</li> <li>-Teamwork</li> <li>-Communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Improving technique</li> <li>-Enhancing confidence</li> <li>-Performance skills</li> <li>-Improving movement memory ability</li> <li>-Learning new vocabulary</li> <li>-Enhancing analytical skills</li> <li>-Building literacy</li> <li>-Organisational skills</li> <li>-Teamwork</li> <li>-Communication skills.</li> </ul>
<b>ASSESSMENTS</b>	MP1: NEA Set Phrase assessment	MP2: Performance duet/trio MP3: Section A/B assessment	MP1: Shadows 12 mark question	MP2: Within Her Eyes 12-mark question MP3: Section C assessment	MP1: NEA Set Phrase assessment	MP2: Mock exam MP3: Section C