



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 11

SUBJECT	DANCE
INTENT	<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> Albert Einstein</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>



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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.

Year Group	11					
Rationale/ Narrative	Year 11 Dance provides an opportunity for all prior learning to be consolidated. Students will choreograph and perform practical work for final submission and will prepare for their written exam by watching, discussing and dancing elements of the six anthology works.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	CHOREOGRAPHY NEA Practical: Pupils will focus on completing their Component 1: Group or Solo Choreography	CHOREOGRAPHY NEA Practical: Pupils will focus on completing their Component 1: Group or Solo Choreography	PERFORMANCE SOLO NEA Anthology works: Pupils will focus on exploring the two	Thematic approach to revision of anthology works: -Costume -Aural Setting -Lighting -Staging/set	Thematic approach to revision of anthology works: -Costume -Aural Setting -Lighting -Staging/set	



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	<i>(question paper released in Autumn).</i> Theory: Pupils will continue to develop theoretical knowledge of choreography skills, aural settings, professional dance works and exam questions.	<i>(question paper released in Autumn).</i> Theory: Pupils will continue to develop theoretical knowledge of choreography skills, aural settings, professional dance works and exam questions.	anthology works left to study	-Props -Use of camera -Perf environment -Stimulus -Choreographic intent -Style -Compare/contrast - 6/12 mark answers Section A/Section B revision	-Props -Use of camera -Perf environment -Stimulus -Choreographic intent -Style -Compare/contrast - 6/12 mark answers Section A/Section B revision	
SKILLS	-Independent learning -Improving technique -Enhancing confidence -Performance skills -Choreography skills -Problem solving -Improving organisational skills	-Independent learning -Improving technique -Enhancing confidence -Performance skills -Choreography skills -Problem solving -Improving organisational skills	- Enhancing confidence -Learning new vocabulary -Enhancing analytical skills -Building literacy -Organisational skills -Teamwork -Communication skills.	- Enhancing confidence -Learning new vocabulary -Enhancing analytical skills -Building literacy -Organisational skills -Teamwork -Communication skills. -Transferring practical knowledge to theory paper	- Enhancing confidence -Learning new vocabulary -Enhancing analytical skills -Building literacy -Organisational skills -Teamwork -Communication skills. -Consolidating knowledge -Transferring practical knowledge to theory paper	
ASSESSMENTS	MP1: Choreography (feedback sheet)	MP2: Choreography exam (for submission to exam board) MP3: Section A assessment	MP1: Mock exam	MP2: Mock exam MP3: Extended writing tasks for revision	MP1: Mock exam	