



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 7

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>



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.



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Year Group	7					
Rationale/ Narrative	Year 7 Dance aims to introduce the students to a range of physical skills used during performance and choreography as well as developing an understanding of terminology used in this subject. Dance students will explore a number of dance styles and professional dance works and will finish the year having developed a range of interpersonal skills and presentation skills.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Cosmic/Around the World -Stylistic qualities -Basic choreography skills: Actions/Space /Dynamics/Relationships /Unison/Canon	Musicals -What makes a musical? -History of musicals -Theatre culture -Musical choreography -Group choreography	Capoeira & Ghost Dances -History of Capoeira -Stylistic features of Capoeira - Context of Christopher Bruce's 'Ghost Dances' - Choreography skills	Indian Dance -History of Kathak -Stylistic features of Kathak -History of Bollywood -Stylistic features of Bollywood -Choreographing in a specific dance style	Still Life at the Penguin Café -Understanding wider world issues such as endangerment to species - Context of David Bintley's 'Still Life at the Penguin Cafe' -Choreographing using a specific stimulus and style	Fit for Life -Safe dance practice -Preparing the body for physical activity -Understanding injury prevention -Applying warm up knowledge in order to plan and execute a full body warm up
SKILLS	-Choreography skills -Performance skills -Movement Memory -Motor/Coordination -Literacy- linking practical work to practical work -Social skills -Communication	-Choreography skills: Group choreography, action & space -Performance skills: expressive skills	-Team work -Problem solving -Choreography skills Performance skills -Movement memory -Communication	-Demonstrating stylistic qualities from two contrasting styles -Musicality	-Understanding how to choreograph using a set stimulus -Performance skills -Movement Memory Extended sequences of movement linking to a specific stimulus	-Musicality Understanding how to link music to exercise - Motor/Coordination: Breaking down the 3 stages of movement required for a Warm-Up. -Communication: Looking at how to communicate safety points to a class during a Warm-Up.



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					-Communication of choreographic intent -Ecological Participating in class discussions about the environment	
ASSESSMENTS	MP1: Baseline practical perf (feedback sheet)	MP2: Choreography assessment (feedback sheet) MP3: Homework task as set by class teacher	MP1: Practical performance (feedback sheet)	MP2: Choreography assessment (feedback sheet) MP3: Homework task as set by class teacher	MP2: Choreography assessment (feedback sheet) MP3: Homework task as set by class teacher	MP1: Practical performance (feedback sheet)