



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 – Years 7-11

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	8					
Rationale/ Narrative	Year 8 Dance builds on the Dance foundation developed during Year 7. Students are encouraged to explore professional dance works studied with a critical eye and develop their dance analysis skills. Year 8 dancers will also continue to develop their performance and choreography skills in preparation for studying dance further.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>'Dance in Advertising'</p> <p>Pupils will explore using traditional fairy tales as a stimulus for choreography. Using Zoo Nation's repertoire as inspiration. Students will select and develop appropriate choreography, music and dance style to create their group performance.</p>	<p>'ZooNation'</p> <p>Pupils will explore the use of different stimuli available to create new choreography. Over the half term pupils will respond to visual and auditory stimuli in addition to using text as a stimulus.</p>	<p>'Swansong'</p> <p>Pupils will explore the use of Non Verbal Communication and body language, to express the emotions involved within Physical Theatre to convey themes of intimidation and bullying to an audience. Pupils will learn and understand how to perform, safely, movements from the style of Physical Theatre, using 'Swansong' and Guantanamo Bay as a stimulus.</p>	<p>'Identity'</p> <p>Pupils will be looking at professional Dance works exploring the theme of 'identity' and will consider this to create their own work.</p>	<p>'Professional Works'</p> <p>Pupils will be looking at professional Dance works from Choreographers around the world, researching their Stimuli and learning key motifs as a basis for their own choreography.</p>	<p>'Responding to stimuli'</p> <p>Pupils will use a variety of concepts as a stimulus for choreography. This unit of work will develop choreography skills as well as providing opportunities to explore their interpretative skills.</p>
SKILLS	<p>Social skills: Through group based activity</p> <p>Understand and physically demonstrate: a specific choreography linked to given stimulus</p> <p>Develop:</p>	<p>Social skills: Through group based activity</p> <p>Understand and physically demonstrate: a specific street dance style</p> <p>Develop: Choreography skills.</p>	<p>Develop: Choreography skills</p> <p>Understand: how to use specific themes as a basis for choreography</p> <p>Performing with sensitivity: According to the subject matter.</p>	<p>Choreography: Use specific themes and dance styles appropriately.</p> <p>Knowledge and demonstration: Learn and perform a range of repertoire from current dance companies and make</p>	<p>Choreography: Use specific themes and dance styles appropriately.</p> <p>Knowledge and demonstration: Learn and perform a range of repertoire from current dance companies and make</p>	<p>Choreography: Understand and demonstrate the choreographic process with a given stimulus.</p> <p>Understand and demonstrate: -Motif development, choreographic devices</p>



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	Choreography skills.	Understand: Different job roles and responsibilities.		links to a range of stimuli.	links to a range of stimuli.	
ASSESSMENTS	MP1: Practical performance (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	MP1: Practical performance (feedback sheet)	MP2: Choreography assessment (feedback sheet) MP3: Homework task as set by class teacher