



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 9

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.



CHORLTON HIGH SCHOOL: DANCE

Year Group	9					
Rationale/ Narrative	Year 9 Dance provides students with their first taste of formal training as a dancer. During this year students will develop skills in Performance, Choreography and Critical Appreciation providing them with necessary knowledge and skills to demonstrate a good grounding as a dancer.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Introduction to Contemporary Dance</p> <p>Practical: Pupils will explore the technique that underpins contemporary dance styles and will develop and perform a number of set phrases in this style.</p> <p>This will provide a basis for the skills required on the GCSE Dance Course.</p> <p>Theory: Healthy dancer, understanding dance vocab</p>	<p>Introduction to Choreographic Principles</p> <p>Practical: Pupils will explore the techniques that underpin successful dance choreography.</p> <p>Theory: Critical appreciation of own work and responding to a given stimulus</p>	<p>Class Performance piece</p> <p>Practical: Pupils will work in a small group to create a performance piece, responding to a given stimulus.</p> <p>Theory: Critical appreciation of professional works/ motif writing/ Performance skills</p>	<p>Exploring professional dance works</p> <p>Practical: Pupils will study a section of a professional dance work, understand and demonstrate the style and Choreographic intention.</p> <p>Theory: Using their knowledge from practical lessons, pupils will respond to a number of exam style questions based on the professional work.</p>	<p>Duet/trio performance pieces</p> <p>Pupils will explore the stimuli provided looking specifically at how a dance can progress from stimulus to development to show a clear choreographic intention. Pupils will work in groups to create a suitable performance piece, showcasing their abilities in physical, technical, expressive and mental skills.</p>	<p>Duet/trio performance pieces</p> <p>Pupils will explore the stimuli provided looking specifically at how a dance can progress from stimulus to development to show a clear choreographic intention. Pupils will work in groups to create a suitable performance piece, showcasing their abilities in physical, technical, expressive and mental skills.</p>
SKILLS	<ul style="list-style-type: none"> -Improving technique - Building confidence -Performance skills 	<ul style="list-style-type: none"> -Improving technique - Building confidence -Performance skills 	<p>Performance piece</p> <p>Practical: Pupils will work in a small group</p>	<p>Exploring professional dance works</p>	<ul style="list-style-type: none"> -Improving technique - Building confidence -Performance skills 	<ul style="list-style-type: none"> -Improving technique - Building confidence -Performance skills



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	-Choreographic knowledge -Learning new vocabulary	-Choreographic knowledge -Learning new vocabulary -Improving movement memory -Enhancing analytical skills	to create a performance piece, responding to a given stimulus. Theory: Critical appreciation of professional works/ motif writing/ Performance skills	Practical: Pupils will study a section of a professional dance work, understand and demonstrate the style and Choreographic intention. Theory: Using their knowledge from practical lessons, pupils will respond to a number of exam style questions based on the professional work.	-Choreographic knowledge -Improving movement memory	-Choreographic knowledge -Improving movement memory
ASSESSMENTS	MP1: Contemporary Performance MP2: Section A assessment	MP3: Choreography practical- progress test	MP1: Performance piece MP2: Section C assessment	MP3: Performance piece	MP1: Performance piece MP2: Section B assessment	MP3: Performance piece