



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

DANCE

INTENT

"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." - **Albert Einstein**

We study dance to inspire creativity, develop curiosity and explore the limitless capabilities of our bodies. 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. We reap the benefits of studying a subject that provokes debate, opportunities to problem solve and advocates physical and mental 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 CHS South 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

YEAR 9

RATIONAL / NARRATIVE

Students build upon the foundation of understanding built and the demands of the course through the exploration and performance of work created. A strong group identity is formed throughout the rehearsal process, which provides universal skills to support them not only in dance but in their wider life. Many performance opportunities are provided to ensure students are gaining professional experiences, maximizing their potential in Dance and to develop confidence in a broad range of styles. Our dancers have a clear understanding to appreciate all styles.

TERM KNOWLEDGE

AUTUMN 1

Exploring a professional dance work(s)

Practical: Pupils will study a selection of professional dance work, showing understanding, demonstration of style and choreographic intent and approaches explored in a practical setting. Pupils will also develop the foundations of contemporary dance that underpins or has influenced many dance choreographers and styles.

Theory: Building and forming responses to questions based on the professional work studied. As well as exploring safe dance practice.

AUTUMN 2

Exploring a professional dance work(s)

Practical: Pupils will study a selection of professional dance work, showing understanding, demonstration of style and choreographic intent and approaches explored in a practical setting. Pupils will also explore the approaches a choreographer takes to make dance in a selection of workshops.

Theory: Building and forming responses to questions based on the professional work studied. As well as studying the different choreographic approaches and intents.

SPRING 1

Running a festival

Practical: Pupils will explore the creation of work for our annual showcase. Practically they will also explore lighting, sound, set and costume.

Theory: Pupils will be able to write about the creation of movement, and with a critical eye be able to share their ideas confidently. Pupils will have the opportunity to learn, lighting and sound as well as set and costume design.

SPRING 2

Running a festival

Practical: Pupils will explore the creation of work for our annual showcase. Practically they will also explore lighting, sound, set and costume.

Theory: Pupils will be able to write about the creation of movement, and with a critical eye be able to share their ideas confidently. Pupils will have the opportunity to learn, lighting and sound as well as set and costume design.

SUMMER 1

Choreography and Teaching Project

Practical: Pupils will choreograph using a brief set by class teacher. Students must create a performance using that brief and choosing a target audience. Dancers will perform their pieces and teach a section of their work.

Theory: Building and forming responses to reflect upon the effectiveness and success of the performances and workshops.

SUMMER 2

Choreography and Teaching Project

Practical: Pupils will choreograph using a brief set by class teacher. Students must create a performance using that brief and choosing a target audience. Dancers will perform their pieces and teach a section of their work.

Theory: Building and forming responses to reflect upon the effectiveness and success of the performances and workshops.

SKILLS

- Improving technique
- Building confidence
- Performance skills
- Choreographic knowledge
- Learning new vocabulary

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- Building confidence
- Performance skills
- Choreographic knowledge
- Learning new vocabulary

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- Building confidence
- Learning new vocabulary
- Improving movement memory

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- Choreographic knowledge
- Building confidence
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- Improving movement memory



<p>ASSESSMENT</p> <p>HOME LEARNING</p> <p>READING, WRITING, TALK, NUMERACY</p>	<ul style="list-style-type: none"> Improving movement memory Enhancing appreciation skills: movement, costume, lighting, sound and set. 	<ul style="list-style-type: none"> Improving movement memory Enhancing appreciation skills: movement, costume, lighting, sound and set. 	<ul style="list-style-type: none"> Enhancing analytical skills (effectiveness/successfulness) 	<ul style="list-style-type: none"> Enhancing analytical skills (effectiveness/successfulness) 	<ul style="list-style-type: none"> Creating choreography that matches a stimulus and hits the brief Teaching skills developed 	<ul style="list-style-type: none"> Creating choreography that matches a stimulus and hits the brief Teaching skills developed
	MP1: Progress Check Performance (feedback sheet)	MP2: Progress Check Performance (feedback sheet) MP3: Written assignment reviewing performance and evaluating techniques	MP1: Progress Test Performance rehearsal and prep for Dance Festival (feedback sheet)	MP2: Progress Check Performance for Festival (feedback sheet) MP3: Written assignment evaluating performances.	MP1: Progress Check on Teaching Project Rehearsal (feedback sheet)	MP2: Progress Test Teaching project (feedback sheet) MP3: Written assignment reviewing teaching project
	<p>Developing understanding of:</p> <ul style="list-style-type: none"> Critical appreciation of professional dance works Physical and expressive skills (categories, definitions, how we use them, how we improve them) 	<p>Developing understanding of:</p> <ul style="list-style-type: none"> Critical appreciation of professional dance works Physical and expressive skills (categories, definitions, how we use them, how we improve them) 	<p>Developing understanding of:</p> <ul style="list-style-type: none"> Technical skills as a performer and non-performer 	<p>Developing understanding of:</p> <ul style="list-style-type: none"> Technical skills as a performer and non-performer 	<p>Developing understanding of:</p> <ul style="list-style-type: none"> Mental skills (as a performer during rehearsals and performance). 	<p>Developing understanding of:</p> <ul style="list-style-type: none"> Mental skills (as a performer during rehearsals and performance).
<p>Reading: Understanding the creation of work through interviews and features of production breakdown.</p> <p>Writing: Written logs of practical workshops to document the rehearsals and strengths and areas of development.</p> <p>Talk: Groupwork and oracy strategies embedded. As well as questions being asked during practical workshops.</p>	<p>Reading: Understanding the creation of work through interviews and features of production breakdown.</p> <p>Writing: Written logs of practical workshops to document the rehearsals and strengths and areas of development.</p> <p>Talk: Groupwork and oracy strategies embedded. As well as questions being asked during practical workshops.</p>	<p>Reading: Each discipline will be explored in mini workshops, to gain a better understanding of each role and their responsibilities.</p> <p>Writing: Finding will be written to reflect upon the practical work.</p> <p>Talk: Confidently students should be able to discuss the roles and responsibilities of each discipline.</p>	<p>Reading: Each discipline will be explored in mini workshops, to gain a better understanding of each role and their responsibilities.</p> <p>Writing: Finding will be written to reflect upon the practical work.</p> <p>Talk: Confidently students should be able to discuss the roles and responsibilities of each discipline.</p>	<p>Reading: Around the topic of choreography and teaching. Choreographic approaches explored to support dancers in the creation of their work.</p> <p>Writing: Documenting the process of rehearsals and evaluation of performance.</p> <p>Talk: Confidently be able to demonstrate and teach individuals movement, breaking down the steps and being open to adapting the movement accordingly.</p>	<p>Reading: Around the topic of choreography and teaching. Choreographic approaches explored to support dancers in the creation of their work.</p> <p>Writing: Documenting the process of rehearsals and evaluation of performance.</p> <p>Talk: Confidently be able to demonstrate and teach individuals movement, breaking down the steps and being open to adapting the movement accordingly.</p>	



<p>TIER 2 VOCABULARY</p> <p>TIER 3 VOCABULARY</p> <p>PSPSMC, BRITISH VALUES AND DIVERSITY</p>	<p>Approach Apply Context Develop Interpret Justify Respond Review Structure Theory</p>	<p>Approach Apply Context Develop Interpret Justify Respond Review Structure Theory</p>	<p>Approach Apply Context Develop Interpret Justify Respond Review Structure Theory</p>	<p>Approach Apply Context Develop Interpret Justify Respond Review Structure Theory</p>	<p>Approach Apply Context Develop Interpret Justify Respond Review Structure Theory</p>	<p>Approach Apply Context Develop Interpret Justify Respond Review Structure Theory</p>	
	<p>Choreographic Process Stimulus, Intent, Approach (SIA) Structure Physical and expressive skills</p>	<p>Stylistic features Features of production: lighting, set, costume, sound, and movement Physical and expressive skills</p>	<p>Technical skills Performer and non- performer</p>	<p>Technical skills Performer and non- performer</p>	<p>Mental skills Performer and non- performer</p>	<p>Mental skills Performer and non- performer</p>	<p>Mental skills Performer and non- performer</p>
	<p>This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will have the opportunity to take the lead during this unit, which will have a positive impact on self-esteem and communication skills. As well as continuing to explore diversity in dance through the study of a range of styles and genres.</p>	<p>This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will have the opportunity to take the lead during this unit, which will have a positive impact on self-esteem and communication skills. As well as continuing to explore diversity in dance through the study of a range of styles and genres.</p>	<p>This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will gain an insight into working within the Professional Dance Industry, which will give them aspirations, and experiences which will help them to gain further opportunities post-16.</p>	<p>This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will have the opportunity to take the lead during this unit, which will have a positive impact on self-esteem and communication skills and post-16 opportunities.</p>	<p>This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will have the opportunity to take the lead during this unit, which will have a positive impact on self-esteem and communication skills. As well as continuing to explore diversity in dance through the study of a range of styles and genres.</p>	<p>This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will have the opportunity to take the lead during this unit, which will have a positive impact on self-esteem and communication skills. As well as continuing to explore diversity in dance through the study of a range of styles and genres.</p>	<p>This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will have the opportunity to take the lead during this unit, which will have a positive impact on self-esteem and communication skills. As well as continuing to explore diversity in dance through the study of a range of styles and genres.</p>