

DANCE

YEAR 7 – CURRICULUM

Dance around the world:

Dance around the world lends itself to developing and embedding Fortis Academy Values. We encourage all pupils to take pride in their character and heritage whilst also embracing and respecting others.

Skills: Basic dance actions, dynamics, formations, unison, facial expressions.

Pupil will be introduced to cultural dance. Through the concepts of **Empathy, Diversity and Equality**, they will research, create, and perform traditional dance from around the world, understanding how and why dance is important and celebrated in different cultures.

Mission Impossible:

Throughout the Mission Impossible scheme of work the pupils will develop their problem-solving skills. We discuss and explore skills which can help to overcome problems or challenges. For example, innovative thinking, perseverance, and dedication.

Skills: Pathways, action reaction, dynamics, duet work, character.

Pupils will build on their knowledge of action and dynamic content, through **Discovery, Independence and Journey**. They will develop their physical skills whilst creating and developing a secret mission narrative.

Dance Icons:

During the dance pioneers' scheme of work, we explore Fortis academy values. We explore the attributes demonstrated by the dance pioneers and explore how the pupils can develop these qualities themselves. For example, **teamwork skills, leadership, compromise**, and the importance of determination to reach your goals.

Skills: Reactions, structure, corner technique, narrative, climax.

Pupils will be introduced to historical and modern dance choreographers. They will look at the key styles/concepts that they pioneer and how we can include and develop them into our own choreography.

YEAR 8 – CURRICULUM

Parkour:

During the parkour scheme we explore the physical skills and attributes needed for this sport. The students explore the **four pillars of parkour practise**, the technical pillar, the creativity pillar, the mentality pillar and the physical pillar.

Skills: Energy, strength, power, stamina, contact work, counterbalance.

The students create motifs demonstrating and developing these skills. Students will develop their duet work through this scheme of work and are introduced to contact work through counterbalance.

YEAR 9 – CURRICULUM

Naomi Oni-

The Naomi Oni story explores Fortis Academy values. The scheme of work explores Naomi's story, and the pupils demonstrate the themes through dance. The pupils explore the story of how Naomi was the victim of an acid attack. Students explore the skill of empathy through their performance in this topic.

Skills: Chair duets, pathways and formations, stimulus, characterisation, facial expressions, narrative through movement.

They will look at their own interpretive and choreography skills, as well as performing to an audience. They will look at **empathy, injustice, decision making, collaborative learning**.

Some like it Hip Hop- Zoo Nation

The pupils will be exploring a professional dance piece. This is different from previous schemes of work and will require and develop the student's **maturity, awareness, and resilience**.

Skills: Dance with a prop, duet work, action reaction, lyrics as a stimulus, replication of professional movement.

During the final term of Year 9 pupils will begin to explore the skills required in the BTEC KS4 course in more detail. They will explore a professional dance piece Some Like It Hip Hop by Zonation. They will discover and recreate sections from the piece based on the storyline and themes in preparation for

YEAR 10 CURRICULUM

Autumn:

1: Introduction to BTEC Dance. Students will be introduced to the BTEC course and the structure and expectations for the course. They will begin developing their practical skills through a series of tasks linking to all components. Students will explore a range of dance styles to prepare them for component 2.

2: The students will explore a performance piece practically developing their understanding of roles and responsibilities required to create the work. This will help to develop their skills for component 1 and 2.

They will also explore the processes used in the development of the work in rehearsals. They will perform at this piece at the dance showcase.

Spring:

Students will be given the PSA for component 1. They will produce their evidence during the spring term.

Learners will examine live and/or recorded performances in order to develop their understanding of professional performing arts work with reference to influences, outcomes and purpose. Students will also prepare a performance piece alongside their coursework.

Summer:

1: Mock of component 3- responding to a brief. Students will get the opportunity to explore a dance brief. This gives them experience before they complete this in Y11. They will choreography a group piece.

2: Mock of component 2 Students will work to complete a mock of their component 2 in preparation for Y11. Students will delve into a performance piece further developing their practical skills.

YEAR 11 CURRICULUM

Autumn:

During Autumn term the students will complete their component 2. They will be given the PSA and work on creating their evidence.

Learners will develop their performing arts skills and techniques through the reproduction of professional dance repertoire as performers. Students will perform at the Dance Showcase.

YEAR 10 and year 11 – CURRICULUM

At KS4 students with study dance through BTEC Tech award Performing arts with dance approach level 1 / 2.

Spring:

At the beginning of spring term students will be provided with the brief. They will have spring and summer 1 to complete component 3.

Students will create a performance piece and also write 3 evidence logs to support their progress.