

DANCE

YEAR 7 – CURRICULUM

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.

Pupils will build on their knowledge of action and dynamic content, through Discovery, Independence and Journey. They will begin to explore spatial patterns, formations, pathways, and choreographic devices, whilst creating and developing a secret mission narrative.

The world in which we live:

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.

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.

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.

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

Teenagers in the headlines:

In the headlines focuses on developing each pupil's individual character and encouraging them to make positive choices as they go through their teenage years.

We explore issues the students or their peers may face and explore how they could deal with these issues in the best way. For example, standing up for what's right, owning your actions, confidence and building self-worth.

Pupils will explore a number of topical issues as stimuli to choreograph, perform and evaluate work. They will explore topics including Knife Crime, Cyber Racism, Homophobia, and body image.

YEAR 9 – CURRICULUM

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.

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 Component 2.

Some like it Hip Hop- Zoo Nation

The Kalief Browder story explores Fortis Academy values. The scheme of work explores Kalief story and the pupils demonstrate the themes through dance. The pupils explore the story and learn from the mistakes made to write their own story.

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.

YEAR 10 and year 11 – CURRICULUM

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

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 their component 1 and 3 PSA's.

2: Students will start working on their component 1 PSA. They will explore 3 performance pieces practically developing their understanding of roles and responsibilities required to create the work.

They will also explore the processes used in the development of the work in rehearsals. They will use these processes while exploring work practically. They will perform at the Winter Dance showcase.

Spring:

Learners will examine live and/or recorded performances in at least three different styles in order to develop their understanding of professional performing arts work in one or more of acting, dance and musical theatre, with reference to influences, outcomes and purpose.

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

Summer:

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

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 Winter Dance Showcase.

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.