Dance: Curriculum Journey
Key Stage 3

SHERWOOD CHURCH ACADEMY

	Year 7	Year 8	Year 9
Autumn	Introduction to dance Rotation 1 - Street Dance and Contemporary	Dance from other cultures Rotation 1 - African dance and rock n roll.	Safe dance and contemporary 3 Rotation 1 - Various styles with a focus on safe dance practices.
Spring	Introduction to dance Rotation 2 - Street Dance and Contemporary	Dance from other cultures Rotation 2 - African dance and rock n roll.	Safe dance and contemporary 3 Rotation 2 - Various styles with a focus on safe dance practices.
Summer	Introduction to dance Rotation 3 - Street Dance and Contemporary	Dance from other cultures Rotation 3 - African dance and rock n roll.	Safe dance and contemporary 3 Rotation 3 - Various styles with a focus on safe dance practices.

Dance: Curriculum Journey
Key Stage 4 - GCSE

SHERWOOD CHURCH ACADEMY

Year 10	
Autumn	Preparation Student prepare for the specification demands. One of the core parts of that is the ability to perform in a live setting as a soloist, in a duet and in a choreography created by the students.
Spring	Shadows and Within her Eyes Analyse professional works and study the next 2 in the sequence:
Summer	Infra and Artificial Things Students continue to develop knowledge of the 6 professional works and complete the final 2: Infra and Artificial Things.

Year 11	
Autumn	Bringing it all together Students have built up enough skills to perform as a soloist, as a duet, become a competent choreographer and apply all the knowledge of these to a range of reflective and analytical questions on the work of others.
Spring	Development Students develop their choreographies using devices and tools to enhance them. They spend time working on dance relationships, spatial content and the key skills of their dancers.
Summer	Examination Students refine choreography for live exam. Theory exam revision.

Dance: Curriculum Journey
Key Stage 5 - A Level

SHERWOOD CHURCH ACADEMY

Year 12	
Autumn	Rooster Students perform as a Quartet. Followed by an Introduction to the Set work; Rooster.
Spring	Solo performance based on a practioner Students explore the practitioner of choice to explore and perform the repertoire which is constructed into a solo performance.
Summer	Jazz Students develop Jazz techniques to further enhance their skills to perform with refined stylistic features in response to the chosen practitioner for the solo.

Year 13	
Autumn	IDS and Sutra Students continue to deep dive IDS and Sutra and use technical language to explore the finer details.
Spring	Choreography Students further explore their own choreography and create an initial response to the given stimuli from AQA.
Summer	Examination Having completed practical units, students are to explore exam style questions and exam techniques for all practitioners and set works.

Dance: Curriculum Journey
Year 7 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn - Rotation 1	Spring - Rotation 2	Summer - Rotation 3

Introduction to Dance

In year 7 we explore 2 of the core styles of Dance, Contemporary and Street Dance.

Street Dance

The aims are for students to develop knowledge of the style 'Street' Dance and to create a developed dance using key dance tools. Students have all come from different dance backgrounds and some have little experience. Therefore, street dance is an easily accessible style for most and helps to build confidence. It also teaches the basics in dance actions ready for the next scheme which applies more dance tools.
Students will know the style features and perform a dance in this style. Be able to identify what the characteristic features are in another person's dance and evaluate the success of another's personas ability to make a dance in this style.
This style is part of component 2 of the GCSE and this scheme allows for students to build on their cultural capital.

Contemporary

The aims are for students to develop knowledge of the style 'Contemporary' Dance and to create a developed dance using key dance tools. This builds on Street dance as it uses the basics and keeps these the same build requires students to apply new and more difficult choreographic dance tools to their work.
Students will know the style features and perform a dance in this style. Be able to identify what the characteristic features are in another person's dance.

Dance: Curriculum Journey
Year 8 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn - Rotation 1	Spring - Rotation 2	Summer - Rotation 3
Dance from other cultures In year 8 we begin to explore Dance's from other cultures. This exposes students to new foundations and techniques of Dance. Students will identify features of the styles and gain knowledge of the influences of styles. This builds students confidence when being exposed to new actions and characteristics. Year 8 begins with African Dance to build upon skills learnt in street dance as these subjects have similarities. It is our first international style and a positive and upbeat genre. This is followed by Rock and Roll which follows a similar structure to the African scheme but with a new style. It has more complex actions and build on skills already learnt. In the skills scheme, we apply all our warm-up knowledge and explore a range of physical attributes which we have already looked at through other schemes but not in depth. All Dance schemes in Year 8 build upon Dance choreography, they enhance the students understanding and application of the Dance Choreographic Devices learnt in year 7. We then build and layer this with students now being expose to the Dance relationships in their Choreography.	**Dance from other cultures** In the Spring Term we explore Dance foundations to build upon students' technique and physical and expressive skills. This is important to Dance as this will build upon students' ability to access all styles of Dance with confidence. 'Contemporary 2' is explored to build upon the foundation techniques learnt in year 7. Students perform key reptoire and Choreography to perform applying the style. Expressive skills are explored in depth to allow students to understand a choreographic intention and how to communicate a Dance idea to an audience. Students then move on to the scheme 'Skills', the focus of this is to enhance students' physical skills that will in turn improve their overall ability. The physical skills explore strength, stamina, flexibility and control. All Dance schemes in Year 8 build upon Dance choreography, they enhance the students understanding and application of the Dance Choreographic Devices learnt in year 7. We then build and layer this with students now being expose to the Dance relationships in their Choreography.	**Dance from other cultures** In the Summer term, we explore another Dance style from a Brazilian culture, Capoeira. This exposes students to a grounded style that fuses Contemporary Dance with Martial Arts. Students can apply their Contemporary techniques learnt from last half terms learning to enhance their performance. Capoeira particularly focuses on the Dance relationships mirroring, lead and follow and act and react. These sophisticated relationships allow students to explore a higher level of creating choreography. Then the Students explore the 'Prop Project' to conclude their Dance learning in year 8. This allows students to further explore the creation of Dance. Students now have a variety of Dance repertoire, have built upon their physical and expressive ability, as well as having a breadth of knowledge within Choreographic devices and relationships. Students are able to apply this to creating a Choreography from a stimulus. The stimulus/ starting points are essential for creating in Dance and therefore enables students to have a mature approach to Choreographing.

Dance: Curriculum Journey
Year 9 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn - Rotation 1	Spring - Rotation 2	Summer - Rotation 3
Safe dance and contemporary 3 We study a range of styles in year 9 that layer up and build on skills from one another. These allow students to become a more confident dancer and learn skills outside of performance. We begin with 'Safe Dance' as this applies to all dance lessons moving forwards and then we build upon our Contemporary skills from previous years to prepare us for more advanced styles such as fusion and Urban. Safe Dance practise understanding explores the personal safety of a Dancer, the environment and the Dancer's Diet. These elements are explored through practical tasks, while layering Dance theory to enhance students understanding of performance. 'Contemporary 3' explores contemporary techniques in greater depth whilst exploring a practitioner – Rosas Dans Rosas. Students now have a good understanding of the style, and its foundations can apply these. Students learn exercises and repertoire to perform. There is a focus on the features of the style and ability to perform applying a soft spine, floorwork and safe contact material.	Safe dance and contemporary 3 Urban Studies, explores the key features of the styles and how these are used in 6 different styles of urban dance; hip hop, waacking, locking, popping, breakdance and commercial. Students explore physical skills through the technique exercises whilst learning and performing the 6 urban styles and repertoire. Students showcase their ability of how to apply movement memory as well as performing using physical and expressive skills. This leads onto the second scheme in this half term 'Fusion'. Fusion is an integral part of the Dance world and allows students to fuse styles and their understanding of techniques to create original choreography's. Students refine and demonstrate Stylistic Accuracy in performance. Choreographic devices and relationship are explored to a higher level. In all performances in year 9 students are able to analyse their own work and the work of others to improve their performances.	Safe dance and contemporary 3 To conclude Year 9, the students explore another Dance from a contrasting culture, 'Bollywood'. Students learn the key features of the style including masculine feminine, gestures and Dance to the drum. They learn about the cultural roots of Asian Dance and the Bollywood world. 'House Dance' is a trending style of Dance, and this scheme is aimed to allow students to use dance for camera in a modern context and create a dance using devices, relationship, transitions and all skills. The style explores fast footwork and grooves. The students will create a performance to performance and film. Students will learn actions such as; the farmer, the shuffle and the heel toe combinations. Students will continue their Dance Journey or complete their Dance journey with an understanding of a range of styles, ability to problem solve and work within a group, gain confidence in performance. Students will have clear understanding and knowledge of improving physical skills and fitness. All the above are an important part of creating an exciting and diverse journey for a student and their educational experience.

Dance: Curriculum Journey
Year 10 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn	Spring	Summer
Preparation Students prepare for the specification demands, such as the ability to perform in a live setting as a soloist, in a duet and in a choreography created by the students. The students also have to sit a written paper exploring 6 professional works and the production aspects of each work, reflect upon their own creative process and display knowledge in written form of the safety practices of the dancer and studio. In Autumn, they explore the first 2: A Linha Curva and Emancipation of Expressionism. The year begins with continuing to stretch the dancer's own repertory with jumps and turns as this will allow students to embed better movement components into the duet, the solo and the choreography. Each half term the students work on a professional work and lean the basic information about its production. This is built on from a process of learning since year 8. In a more detailed way, however, students have to begin to justify, reason and interpret the meanings behind such choices and make their own written choices about the impact of the production on the overall intent of the professional work. This will prepare students for long answer questions and comparative questions which they will unpick in year 11. The students will then go on to implement their practical ability to the first set phrase- Breathe, which demands students apply all their background knowledge of core skills: technical, physical and expressive. This task requires students to display absolute accuracy in replicating the phrases and allows for them to display confidence, concentration, commitment and movement memory.	**Shadows and Within her Eyes** The students go on to analyse the professional works and study the next 2 in the sequence: Shadows and Within her Eyes. The students use rehearsal techniques to improve upon their dance skills for solo set phrase 2 and begin the performance unit. In the performance piece, they have to learn a 4-minute performance unit which fuses styles and physical skills. The students must replicate movement taught by the teacher and also have an active role in creating their own sections. This is built on from many of the tasks they have previously done up to this point. The initial set phrase task also puts them in a strong position to learn material fast and accurately which is a key dance skill.	**Infra and Artificial Things** Students continue to develop knowledge of the 6 professional works and complete the final 2: Infra and Artificial Things. They continue to explore physical skills of a dancer through the performance piece duet/ trio. They fine skills ready to perform. Alongside this, they train as a mini-company and develop an initial insight into the choreographic process.

Dance: Curriculum Journey
Year 11 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn	Spring	Summer
Bringing it all together In year 11 the idea is that students have built up enough skills to perform as a soloist, as a duet, become a competent choreographer and apply all the knowledge of these to a range of reflective and analytical questions on the work of others. In the solo dance, students must perform 2 dances for one minute each where they are required to mimic the material in an exact way. Each count must visualise the taught material and focus on technical, physical and expressive skills. Within this student must be confident t in their execution of the phrases And display performance skills. Moving on from this task, students then have to perform as a duet. This dance is choreographed by the teacher using a development of 2 other phrases set by AQA. Students must see the original set phrase and understand how they have been altered to create the duet piece. Students also must create sections of the duet in line with the choreographic intent. For this, Students must be able to work together, connect with their partner and evoke the meaning of the work. Once again, Students are assessment in technical, physical and expressive skills but the criteria is more detailed. Where as in the solo, they were expected to perform the material in a set way, the duet dance can be more varied but must have enough skills evident so the students in the class can all be working at a similar level. For the duet task, students must pull on all their prior knowledge about safe dance practice and spatial awareness to produce the desired look. Students are assessed in the set phrase at the end of Autumn 1 and the performance unit at the end of Autumn 2. In the choreography unit, the exam board give 3 options as stimulus for the students. They can work in any style; more style overlays often result in a more sophisticated result. They must develop clear knowledge of their musical choices, costume and more over the movement content. They must respond in a justifiable way to the task set and work collaboratively with their dancers or as a soloist. In theory, students reflect on 6-mark questions and section A.	**Development** Students develop their choreographies using devices and tools to enhance them. They spend time working on dance relationships, spatial content and the key skills of their dancers. In the theory, students explore the 12-mark questions and comparisons.	**Examination** Students refine choreography for live exam. Theory exam revision.

Dance: Curriculum Journey
Year 12 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn	Spring	Summer
Rooster Students perform as a Quartet. Followed by an Introduction to the Set work; Rooster. Students explore initial repertoire workshops for key aspects of Rooster. Students gain understanding of the set area of study Rambert 1: the early years and Norman Morrice to deepen knowledge of the characteristics of Rambert and impacts of the practitioner. An Introduction to the area of study - Sutra.	Solo performance based on a practioner Students explore the practitioner of choice to explore and perform the repertoire which is constructed into a solo performance. Students are to embody the stylistic qualities of the practitioner and display the skills accordingly. Students are to explore the technical contemporary techniques of Bob Fosse which harnesses their understanding for the solo dance. Students continue to develop understanding of the set area of study Rambert, they explore John Chesworth and Robert North to deepen knowledge of the characteristics of Rambert and study the key works. Continue to study Sutra and IDS.	Jazz Students develop Jazz techniques to further enhance their skills to perform with refined stylistic features in response to the chosen practitioner for the solo. Students continue to develop understanding of the set area of study Rambert, they explore Richard Alston and Christopher Bruce to deepen knowledge of the characteristics of Rambert and impacts of the practitioner.

Dance: Curriculum Journey
Year 13 Full Overview

SHERWOOD CHURCH ACADEMY

Autumn	Spring	Summer
IDS and Sutra Students continue to deep dive IDS and Sutra and use technical language to explore the finer details. Rooster is revisited, and more in-depth analysis takes place. Rambert is also continued to explore with main practitioner Alston being explored. Students are introduced to the choreography unit. Students additionally, refine the solo and Quartet task exploring their use of technical/physical skills and performative qualities in relation to a practitioner. Students are to rehearse to embed the technique, stylistic features and qualities of the chosen practitioner in preparation for the live exam. The choreography unit explores a range of stimuli and choreographic approaches to inform movements and choreography including responding to the work of existing practitioners and a range of given sources by the exam board. For the choreography task, students explore historical events, photography, texts, poetry and many others to become more inquisitive and apply creative intentions.	**Choreography** Students further explore their own choreography and create an initial response to the given stimuli from AQA. Students continue to respond to their choreography task and creating and refining their choreography's as well as rehearsing and performing their solo and quartet units enhancing their skills in response to the chosen practitioners. Section A and B exam preparation: IDS and SUTRA and Robert North under Rambert as key practitioner is examined.	**Examination** Having completed practical units, students are to explore exam style questions and exam techniques for all practitioners and set works. Students are to have a deep understanding of the given practitioners and works; history, influences, works & characteristics of their genre and style.