Year 7 and 8: What will I learn about in Dance?

EQ: How can I use different techniques to choreograph a group dance?

Key Concepts:

Response to stimuli, exploring props, communication of theme, collaboration, choreographic skills (actions, dynamics, space & relationships), motif development, performance skills (physical & expressive) Practical exploration:

Students take part in a series of choreographic workshops exploring a range of stimuli and choreographic approaches, before creating their final group piece in response to a theme.

Selecting 3 creative choices for year 9. Option to select BTEC Dance course in year 10 and 11.

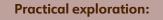








YEAR



Students work collaboratively to learn, choreograph and perform an ensemble dance piece as a whole class.

YEAR

EQ: What makes a good ensemble dance performance?

Key Concepts:

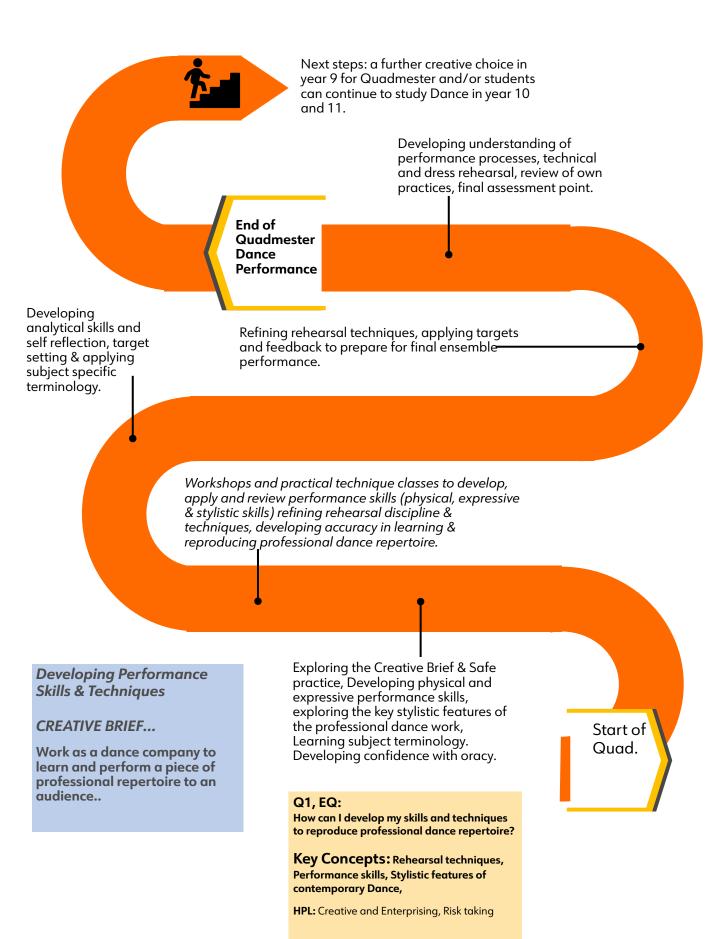
Performance Skills (physical & expressive skills) Collaboration, working in unison, Key choreographic devices (actions, dynamics, space & relationships), the principles of contact work.

Throughout their learning journey students develop knowledge and skills as a **performer, choreographer and dance analyst**





Year 9: What will I learn about in Dance? A one quadmester 'Foundation course' in Dance



Key Stage 4: What will I learn in BTEC Performing Arts: **Dance?**



Component 3 - Responding to a brief, 40% EXTERNALLY ASSESSED Create a 7 - 15 minute group choreography 3 x 1 hour written controlled assessments about your creative process.

EQ: Can I respond creatively to choreographic brief?

Key Concepts: Understanding a brief, target audience, research, response to a stimulus, exploration and development of ideas, planning and collaboration, choreographic devices and structure,

communication of theme, rehearsal and performance skills, influence of professional practitioners, evaluating the process and final performance

EQ: How can I draw on different choreographic approaches to inspire my creativity?

Key Concepts: Exploring different stimuli, choreographic devices, process and techniques, structure and rehearsal techniques.

EQ: How are professional dance works made?

Key Concepts: Analysing professional practitioners work -purpose, influences, creative intentions, roles and responsibilities of practitioners (e.g. -choreographer, dancer, set/costume/ lighting designer) and explaining the interrelationships between these roles

Component 2: Developing performance skills & techniques, 30%

Work as a dance company to learn and perform a piece of professional repertoire to a live audience.. Opportunity to perform as an ensemble in a theatre setting.

Component 1: Exploring the performing arts -30%

Create a research portfolio about 1 professional work including video of repertoire learnt and choreographic tasks explored. practically.

EQ: Can I develop my dance skills and techniques to perform a professional dance work?

YEAR

Key Concepts: Developing, applying and reviewing performance skillstechnical/physical skills and interpretative skills), rehearsal discipline, skills and techniques, accuracy in reproducing repertoire, applying feedback, self-evaluation and target setting

Introduction to key terms and concepts: Practical exploration and analysis of professional dance works. Development of physical performance skills and choreographic processes.

YEAR

EQ: Essential question: Can I practically explore and analyse the stylistic features of professional dance works?

Key Concepts: Identifying and analysing the key stylistic features of a professional dance works, analysing and practically exploring the ingredients of movement (A,S,D,R), researching styles and choreographers, performance skills (technical and interpretative)