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| **Curriculum Intent:** At The Dorcan Academy our mission is to instil a great love of dance, whilst inspiring self-confidence and discipline. Our aim is to build a deep respect for the performing arts by studying current practitioners in the dance styles of jazz, street and contemporary. In KS3 students will work as a team to experiment within these styles, and learn to perform, choreograph and evaluate with confidence. In KS4 these skills are built on further to encourage students to work independently and build the confidence to perform a solo piece and write detailed and informed evaluations demonstrating both knowledge and opinion. Our goal is to give each individual dancer the tools they need to take dance as far as they dream to take it. We believe if you can dream it, you can achieve it! We believe that every student has something to offer the arts and the arts has something to offer every student. We appreciate that the heart of a dancer is born into many different bodies and the love of dance can take on many different styles. Dance is something students can come back to during all stages of their life and so we urge each student to strive daily for their personal best, as well as to support one another in fostering a sense of teamwork and fun in the classroom. | |
| **Subject Specific Skills:**  **KS3**  Students will be assessed through performance, composition and evaluation at KS3/KS4. Students will learn a variety of styles and learn repertoire from each dance discipline. At KS3 dance focuses on tackling topical issues such as anti-bullying and stereotypes. Students will study a range of dance styles, including, street dance, contemporary, Jazz and cheer leading.  Students will learn ensemble skills through counting music, putting movement to music, understanding verses and chorus (structure) and memory skills. Students will create movement through choreographing their own movements and will be given specific movements that need to be incorporated into the performance.  **KS4**  Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Dance)  What does the qualification cover? The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.  The main focus is on four areas of equal importance, which cover the:   * Development of key skills through reproducing repertoire (current dance works) or responding to stimuli * Exploring effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance * Creating positive driven attitudes that are considered most important in the Performing Arts industry, including personal management, self-discipline and communication * Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.   <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628_BTEC_L1L2_AWD_PA_SPEC.pdf> | **Wider Key Skills:**   * Students will learn about drama techniques and drama genre * Dance discipline * Dance and technology * Working independently and as part of an ensemble * Exploration and development of key skills * Improvise, devise, perform, evaluate |

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| **Year Group: 7** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Topic** | **Stereotypes**  **(Street Dance)** | **Christmas Time**  **(Jazz)** | **Evolution of Dance**  **(Various Styles)** | **Evolution of Dance**  **(Various Styles)** | **Team Spirit** | **Anti-Bullying**  **(Contemporary)** |
| **Key Content/ Knowledge** | Students will learn strategies to enhance movement memory to retain a piece of street dance choreography. They will be able to identify the stylistic qualities of street dance and be able to name signature dance moves in this style. | Students will continue to build on strategies for movement memory through learning a piece of Christmas Jazz choreography. They will be able to identify the stylistic qualities of Jazz dance and be able to name signature dance moves in this style.  Students will also learn about past or present influencers/practitioners in this style (Jack Cole) and learn how to create their own choreography section using dance building blocks. | Running across 2 terms students will learn how dance styles have been influenced by history and social change over the years. Students will learn 12 different styles from 12 different eras. They will be able to identify the stylistic qualities of each style and be able to name signature dance moves.  Students will also learn about current influencers and practitioners in various styles and learn how to create their own choreography section using dance building blocks. | Students will learn how choreography and dance styles can be mixed and merged. Students will learn 7 different styles from 7 different eras. They will be able to identify the stylistic qualities of each style and be able to name signature dance moves. | Students will learn to retain a piece of street/cheer dance choreography and given the opportunity to perform at the Opening Ceremony on Sports Day. They will be able to identify the stylistic qualities of street and cheer dance and will be able to build on previous street dance knowledge to expand their vocabulary on signature dance moves further as well as adding Cheer Vocabulary into the mix. | Students will be learning the fundamentals of building their own choreography in the style Contemporary. Students will gain knowledge of how independent rehearsals run and how to work in a group setting. They will be able to identify the stylistic qualities of this storytelling style and be able to name signature dance moves.  Students will also learn about past or present influencers/practitioners in this style and learn how to create their own choreography with a focus on storytelling and by using dance building blocks. |
| **Skills Covered** | Timing  Rhythm  Musicality  Movement memory Unison  Canon  Spatial Awareness | Timing  Rhythm  Musicality  Movement memory Unison  Question and Answer  Spatial Awareness  Body Control  Technique | Timing  Rhythm  Musicality  Movement Memory  Formation  Transition  Unison  Spatial Awareness | Timing  Rhythm  Musicality  Movement Memory  Formation  Transition  Unison  Spatial Awareness | Timing  Rhythm  Musicality  Movement Memory  Formation  Transition  Unison  Spatial Awareness | Storytelling through movement  Body  Action  Space  Timing  Energy  Facial Expressions  Gesture  Blocking |
| **Assessment** | **Assessment: Performing**  Rehearsal, Timing and Energy | **Assessment: Performing**  Timing, Technique and Energy | **Assessment: Performing,**  Rehearsal, Timing, Energy and projection | **Assessment: Performing**  Rehearsal, Timing, Energy and projection | **Assessment: Performing,**  Timing, Energy and Technique | **Assessment: Choreography**  Use of Body, Action, Space, Time and energy. |
| **Tier 2 and 3 Words** |  | | | | | | |

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| **Year Group: 8** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Topic** | **Take it to the Streets**  **(Street Dance)** | **Christmas Time**  **(Jazz)** | **Evolution of Dance**  **(Various Styles)** | **Evolution of Dance**  **(Various Styles)** | **Team Spirit** | **Frantic Assembly**  **(Contemporary/physical theatre)** |
| **Key Content/ Knowledge** | Students will build on previous knowledge and learn new strategies to enhance movement memory to retain a piece of street dance choreography. They will be able to identify the stylistic qualities of street dance and be able to name signature dance moves in this style. Students will also learn about current influencers and practitioners in this style (Ashley Banjo) and learn how to create their own choreography section. | Students will continue to build on strategies for movement memory through learning a piece of Christmas Jazz choreography. They will be able to continue identifying the stylistic qualities of Jazz dance and be able to add to their knowledge and naming signature dance moves in this style.  Students will also learn about past or present influencers/practitioners in this style (Jerome Robbins) and continue to build their knowledge on how to create their own choreography sections using dance building blocks. | Running across 2 terms students will continue to build on their knowledge and learn how dance styles have been influenced by history and social change over the years. Students will learn further movements from 12 different styles from 12 different eras. They will be able to identify the stylistic qualities of each style and be able to name several signature dance moves from each era.  Students will also learn about current influencers and practitioners in various styles and learn how to create their own choreography section using dance building blocks. | Building on term 3 students will continue to build on their knowledge and learn how choreography and dance styles can be mixed and merged. Students will learn further movements from 12 different styles from 12 different eras. They will be able to identify the stylistic qualities of each style and be able to name several signature dance moves from each era. | Students will learn to retain a piece of street/cheer dance choreography and given the opportunity to perform at the Opening Ceremony on Sports Day. They will be able to identify the stylistic qualities of street and cheer dance and will be able build on previous street dance knowledge to expand their vocabulary on signature dance moves further as well as adding Cheer Vocabulary into the mix. | Students will be learning the fundamental skills of Frantic assembly through various workshops and using their famous building blocks to create their own choreography/movement piece. Students will gain knowledge of how to safely lift students and be able to identify the stylistic qualities of the practitioners within Frantic Assembly and the names of their building blocks. (Round by through and hymn hands) |
| **Skills Covered** | Timing  Rhythm  Musicality  Movement memory  Unison  Canon  Question and Answer  Spatial Awareness  Technique  BASTE – Acronym | Timing  Rhythm  Musicality  Movement memory Unison  Question and Answer  Spatial Awareness  Body Control  Technique | Timing  Rhythm  Musicality  Movement Memory  Formation  Transition  Unison  Spatial Awareness | Timing  Rhythm  Musicality  Movement Memory  Formation  Transition  Unison  Spatial Awareness | Timing  Rhythm  Musicality  Movement Memory  Formation  Transition  Unison  Spatial Awareness | Body Control  Weight distribution  Action  Space  Timing  Energy  Facial Expressions  Gesture  Blocking |
| **Assessment** | **Assessment: Performing**  Rehearsal, Timing and Energy | **Assessment: Performing**  Timing, Technique and Energy | **Assessment: Performing,**  Rehearsal, Timing, Energy and projection | **Assessment: Performing**  Rehearsal, Timing, Energy and projection | **Assessment: Performing,**  Timing, Energy and Technique | **Assessment: Choreography**  Use of Body, Action, Space, Time and energy. |
| **Tier 2 and 3 Words** |  | | | | | |

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| **Year Group: 9** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 4** |
| **Topic** | **History and WW2** | **Christmas Time**  **(Jazz & Hip Hop)** | **Frantic Assembly** | **World Dance** | **Team Spirit**  **Street Cheer** | **Evolution of Dance**  **(Various Styles)** |
| **Key Content/ Knowledge** | Students will gain further knowledge from the cross curricular topic, WW2. Students will learn facts and figures to gain further understanding of the themes so they can create the best setting and structure to their dance piece.  Students will build on their BASTE knowledge to help choreograph their own WW2 dance that can be performed at a whole school assembly for Remembrance Day.  Students will also build on Practitioner knowledge by introducing Mia Michaels and Ricky Jinx, a UK Choreographer. | Students will gain knowledge of how Choreography is created for the stage (Christmas Showcase) and continue to build on strategies for movement memory through learning a piece of Christmas Jazz and Hip-Hop choreography. They will be able to identify the stylistic qualities of Jazz dance and be able to name signature dance moves in this style.  They will build on their BASTE knowledge by creating their own choreography sections for the show. | Students will build on previous Frantic assembly knowledge by taking part in more complex workshops. They will continue to use their knowledge of building blocks to create contemporary/physical duets. Students will be learning how to creatively respond to visual and audio stimuli to create well-structured performances and choreography.  Students will explore how to notate dance and music to embed knowledge and understanding of structure. | Students will learn about different cultures and dance styles from around the world and come together to create a dance medley inspired by the styles they choose.  Students will learn how to delegate choreographic tasks, so all students are involved in the choreographic process.  Students will also learn how to break down their choreography into dance vocabulary so they can then teach their dance section to the class. | Students will learn the importance of varying formation and transitions in this fast-paced unit.  Students will learn to retain a piece of street/cheer dance choreography and given the opportunity to perform at the Opening Ceremony on Sports Day. They will be able to identify the stylistic qualities of street and cheer dance and will be able to build on previous street dance knowledge to expand their vocabulary on signature dance moves further as well as adding Cheer Vocabulary into the mix. | Building on previous Year 7 and 8 evolution styles students will learn how to merge 12 different dance styles from 12 different eras through formation and transition. Students will learn more complex movements and learn how to build a performance piece that dances though the decades from the 1920s to today. They will be able to identify the stylistic qualities of each style and be able to name several signature dance moves from each era. |
| **Skills Covered** | Storytelling through movement  Gesture  Facial Expressions  Movement selection  Lifts  Formations  Transitions  BASTE | Timing  Rhythm  Musicality  Movement memory  Energy and Enthusiasm  Projection  Unison  Question and Answer  Spatial Awareness  Body Control  Technique | Improvising  Round/by/through  Weight distribution  Lifts  Body Control  BASTE  Transition | Exploring Dance Choreography, researching dance and music from around the world and creating a performance using effective ensemble skills. | Students will learn technique, trust moves, lifts, precision, energy, projection, teamwork at a higher level and will be performing this during the Sports Day Celebrations in the Summer term. | Timing  Rhythm  Musicality  Movement Memory  Formation  Transition  Unison  Spatial Awareness |
| **Assessment** | **Assessment: Performing**  Rehearsal, Timing, Energy and projection. | **Assessment: Performing**  Timing, Technique and Energy | **Assessment: Choreography**  Use of Body, Action, Space, Time and energy. | **Assessment: Choreography**  Use of Body, Action, Space, Time and energy. | **Assessment: Performing,**  Timing, Energy and Technique | **Assessment: Choreography**  Use of Body, Action, Space, Time and energy. |
| **Tier 2 and 3 Words** |  | | | | | |

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| **Year Group: 10** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Topic** | **Component 1**  **JAZZ** | **Component 1**  **CONTEMPORARY** | **Component 1**  **STREET DANCE** | **Component 2**  **Dance Solo Audition** | **Component 2**  **Dance Solo Audition** | **Component 2**  **Dance Solo Audition** |
| **Key Content/ Knowledge** | Students will learn key facts and stylistic qualities of the famous Jazz Choreographer/practitioner Bob Fosse and present their newfound knowledge in a PowerPoint presentation. They will then go onto learn and present their findings about the roles and responsibilities involved when creating a show like Chicago. This is to build on the knowledge of how shows and performances are taken from an intention or idea and brought to life for stage and performance.  Students will also learn and retain his famous choreography to All That Jazz from the musical Chicago | Students will learn key facts and stylistic qualities of the touring company Motionhouse and present their newfound knowledge in a PowerPoint presentation. They will then go onto learn and present their findings about the roles and responsibilities involved when creating a show like called Charge. This is to build on the knowledge of how shows and performances are taken from an intention or idea and brought to life for stage and performance.  Students will also learn and retain a piece of choreography from a dance section of the show ‘Charge’ | Students will learn key facts and stylistic qualities of the famous Boy Blue Entertainment company and present their newfound knowledge in a PowerPoint presentation. They will then go onto learn and present their findings about the roles and responsibilities involved when creating Boy Blues performance of Emancipation of Expressionism. This is to build on the knowledge of how shows and performances are taken from an intention or idea and brought to life for stage and performance.  Students will also learn and retain a section of Choreography from the performance. | Taught over 3 full terms students will learn how to evaluate their dance skills, set targets, and show progression over time. During this unit students will take part in various dance workshops to improve their dance skills and help them apply newfound knowledge in the studio. Students will be learning a new pieces of repertoire to prepare a solo for an audition that will take part in term 6. | Students will learn how to evaluate their dance skills for a second time, celebrate success and set new further targets. During this unit students will take part in further dance workshops to improve their dance skills further and show progression. Students will be learning a new piece of repertoire to prepare a solo for an audition that will take part in term 6. | Students will learn how to evaluate their dance skills for a final time, celebrate success and evaluate their progression and journey. During this unit students will take part in further dance workshops to improve their dance skills further and show progression. Students will be learning how to conduct themselves in a dance audition and learning the importance of technique and projection. |
| **Skills Covered** | Students will look at: Biography, musical theatre, style, technique, workshops, research, performing roles, roles and responsibilities of a performer/choreographer | Students will research history, artistic intention, touring company, workshops, live performance, rehearsal, choreography,  style, technique, performance, roles and responsibilities | Students will research history, artistic intention, touring company, workshops, live performance, rehearsal, choreography, style, technique, performance, compare and contrast dance styles and motives. | Students will be given the past BTEC exam paper.  Skills covered:  Group work Brainstorming  Mind mapping  Collaborating  Workshops  Improvisation  Research  Rehearsing  Refining  Performing  Evaluating | Students will be given the past BTEC exam paper.  Skills covered: Brainstorming  Mind mapping  Workshops  Improvisation  Research  Rehearsing  Refining  Performing  Evaluating | Students will explore technique, skill, timing, precision, projection, presentation, workshops, rehearsal and performance |
| **Assessment** | **Assessment: Performing, Choreography, Evaluation** | **Assessment: Performing, Choreography, Evaluation** | **Assessment: Performing, Choreography, Evaluation** | **Assessment: Performing, Choreography, Evaluation** | **Assessment: Performing, Choreography, Evaluation** | **Assessment: Performing, Choreography, Evaluation** |
| **Tier 2 and 3 Words** |  | | | | | |

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| **Year Group: 11** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Topic** | **Component 3**  **Mock Exam** | **Component 3**  **Mock Exam** | Students will be given the exam paper  Students will be responding to stimulus set by the exam board. | Students will be given the exam paper  Students will be responding to stimulus set by the exam board. |  |  |
| **Key Content/ Knowledge** | Students will build on previous choreographic knowledge and respond to a past paper.  Students will learn how to decode and highlight the most important parts of the exam brief.  Students will be learning how to creatively respond to the exam stimulus and to create well-structured performances and choreography.  Students will explore how to notate dance and music to embed knowledge and understanding of structure. | Students will build on previous choreographic knowledge and respond to a past paper.  Students will learn how to decode and highlight the most important parts of the exam brief.  Students will be learning how to creatively respond to the exam stimulus and to create well-structured performances and choreography.  Students will explore how to notate dance and music to embed knowledge and understanding of structure. | Students will be given the BTEC exam paper. | Students will be given the BTEC exam paper. |  |  |
| **Skills Covered** | Skills covered:  Group work Brainstorming  Mind mapping  Collaborating  Workshops  Improvisation  Research  Rehearsing  Refining  Performing  Evaluating | Skills covered:  Group work Brainstorming  Mind mapping  Collaborating  Workshops  Improvisation  Research  Rehearsing  Refining  Performing  Evaluating | Skills covered:  Group work Brainstorming  Mind mapping  Collaborating  Workshops  Improvisation  Research  Rehearsing  Refining  Performing  Evaluating | Skills covered: Brainstorming  Mind mapping  Workshops  Improvisation  Research  Rehearsing  Refining  Performing  Evaluating |  |  |
| **Assessment** | **Component 3**  **MOCK Paper**  **Internally Assessed** | **Component 3**  **MOCK Paper**  **Internally Assessed** | **Component 3**  **Exam Paper**  **Externally Assessed** | **Component 3**  **Exam Paper**  **Externally Assessed** |  |  |
| **Tier 2 and 3 Words** |  | | | | | |