



Dance Curriculum Overview



Year	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
7	<p>Baseline Test Using dance actions Careers: Professional performer (Tom Seals)</p>	<p>Elements of Dance Looking at actions, space, dynamics and relationship and how these can be combined to create a choreography. We will also explore contact work and lifts and movements from different styles and genres of dance.</p>	<p>Using Pictures to Inspire (stimuli) PSHCE</p>	<p>Using poetry to Inspire (stimuli) PSHCE: Exploring themes on personal safety and impacts of war in a wider context.</p>	<p>Still Life at The Penguin Café (Professional work) PSHCE</p>	<p>Musical- Matilda</p>
	<p>A welcome and introduction to dance at Ruskin Community High School. We will discuss key health and safety of the dance studio and learn a set phrase of movement which will be performed as a class. This will allow staff to gauge initial experiences and dance levels and attainment.</p>		<p>Working from a range of different stimuli, we will explore how to create choreography from texts and poems. We will explore a number of themes to our poetry including war, homelessness and using student's own experiences and favourite texts to choreography their own work.</p>		<p>Still Life at the Penguin Café by David Bintley is a professional work which explores the theme of extinction through theatrical dancing animals, each representing a different style, era and habitat. We will explore a range of animals, focusing on characterisation and performance. We will discuss and analyse how costume, set design and lighting impact the performance.</p>	<p>In this unit students will perform a whole class routine from the musical Matilda. We will combine singing, dance and acting to develop a performance in which all students can perform a role and work as a large ensemble.</p>



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8	Baseline: Float like a butterfly, sting like a bee	Float like a butterfly, sting like a bee	Nutcracker (Professional work) Careers: How to become a professional performer- talk	Nutcracker (Professional work)	Stomp! / Street Dance	Footloose/The Lion King
	In this unit students will continue developing their knowledge of actions, space, dynamics and relationships. We will explore advanced movement vocabulary and work with the famous Muhammed Ali quote to inspire our movement qualities.		Nutcracker by Matthew Bourne explores contrasting scenes. Students will analyse both the Orphanage and Sweetieland scenes, learning and creating movements based on the characters Clara meets. We will explore costume, set and lighting.		Using body percussion, taught sequences and influences from professional street dance companies, this unit explores the dynamic and energetic style of Street dance.	In this unit, students will sustain a character and perform as part of a whole class dance. They will understand the genre of 'musical' and combine singing, dance and acting in a single performance.





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9	<p>Technical and Expressive Skills: Set Dance 'Breathe' (Physical skills) Baseline assessment</p>	<p>Technical and Expressive Skills: Set Dance 'Breathe'</p>	<p>Swansong PSHCE</p>	<p>Swansong PSHCE</p>	<p>Developing a Performance PHSCE: Developing leadership skills through creating performances. Looking at conflict resolution, relationships and resilience. Careers: Job roles</p>	<p>Developing a Performance PHSCE: Developing leadership skills through creating performances. Looking at conflict resolution, relationships and resilience. Careers: Job roles</p>
	<p>This unit is designed to prepare students for the AQA GCSE in Dance. Students will learn a GCSE set dance and will learn how to perform, showing technical, physical and expressive skills. Each lesson students will aim to improve and develop these skills, and build confidence to perform this in solo/duet groupings.</p>		<p>Swansong by Christopher Bruce explore the theme of power through representing a prisoner and two guards. We will look at the contrast between these characters, structuring a performance to include lifts, contact work and symbolically show their different roles. Analysis of set, costume and lighting will enhance students' knowledge of this work.</p>		<p>In this unit, students will develop their own choreographies, taking on different roles and responsibilities. We will explore all of the key roles which take place to develop a performance, and how these factors work together.</p>	





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10	Technical training Solo Performance/Group Choreography Health and Safety Safe dance practice	Choreography- how to create a choreography Performance	Set Phrase: Breathe Section A- writing about dance	Set Phrase: Breathe Section B- writing about own ideas	Set Phrase: Shift Solo Performance Section C- dance essay	Set Phrase: Shift Solo Performance Shadows
	<p>A welcome to AQA Dance. Learning how to keep safe in the dance studio, while understanding how the body works and how a dancer remains safe and healthy. Students will have technical workshops in different styles of dance, as well as creating their own choreographies</p>	<p>A step-by-step guide on how to create a choreography and how to use dance skills to enhance a performance.</p>	<p>In this unit, students will learn the set dances required by the AQA board. We will explore how to write about dance and analyse key works.</p>	<p>We will begin to analyse the professional dance works prescribed by the AQA exam board. These will focus on movement content, information, set, costume, lighting and intention of the works. There are six works to study in the anthology.</p>	<p>We will continue to learn both set dances required by the exam board, 'shift' and 'breathe'. Students will learn to perform these as solos and using their technical, expressive, physical and mental skills. Further analysis of the professional works will take place during theory lessons.</p>	<p>Students will work in either a solo/duet or trio to perform a teacher taught performance for moderation. Students will showcase their performance skills while also showing sensitivity to other dancers.</p>





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11	Launch choreography Filming of Set Phrase	Choreography	Filming of choreography Section C- essay writing Practical course complete	Revision	Revision	
<p>Students will plan, choreograph and perform a choreography from a prescribed list of stimuli sent by the exam board. Students will work on developing their ideas and turning them into secure performances.</p> <p>All practical work for the GCSE course is recorded in the year of certification. Students will be recording their two set dances, performance piece and choreography. This is recorded and submitted to the exam board.</p> <p>On-going analysis of the professional works is completed in theory lesson.</p>			<p>All aspect of the written exam paper are revised. Exploring choreographic knowledge, analysing own practices and long essay writing skills.</p> <p>Past papers and comparisons are completed.</p>			

