

Intent:

“Dance is the hidden language of the soul of the body. The body says what words cannot. There is a vitality, a life force, an energy, a quickening, that is translated through you into action, and because there is only one of you in all time, this expression is unique.” – Martha Graham

Dance at Altrincham College aims to empower our students through developing their confidence in creative expression. We believe that students deserve a broad and ambitious dance curriculum, rich in practical skills and theoretical knowledge, which immerses students in a range of styles and exposes them to the rich and diverse history, and indeed future, of dance.

We hope that everyone that experiences dance at Altrincham College leaves us with the confidence and resilience to creatively respond to any challenge they may face. By helping students to nurture their creative skills, build confidence in their own abilities, take pride in their own work and act upon constructive feedback, we endeavour to create resilient, ‘out-of-the-box’ thinkers that are successful not only in their dance studies, but also in their academic and professional careers.

Our aims throughout the dance journey at Altrincham College:

Our curriculum encourages students to become confident and independent thinkers, who will be able to create original dance work and critically analyse professional and non-professional repertoire. Students will have an appreciation of their own work and that of others, always demonstrating respect and empathy.

Key Stage 3: To equip our students with the technical and creative skills to succeed within dance. We will cover the fundamentals of jazz and ballet dance technique, both of which are paramount to success in all styles of dance. Each discipline provides them with a solid foundation of dance knowledge, improves their technique and physical strength, and expands their range of movement and artistic expression. Both lay the groundwork for contemporary dance, studied at GCSE level, as it incorporates elements of each style while also allowing for more fluid and expressive movement. With a strong foundation in both ballet and jazz, students can develop the strength, flexibility, and artistic expression needed to excel in contemporary dance. Learning these dance forms requires discipline, dedication, and mental and physical focus, which can also translate into other aspects of their lives. Students will be inspired to create their own work, lead and teach choreography to their peers, perform professional level repertoire and experience a range of skills and styles found within the world of dance. Key stage 3 will encourage the students to find their own individuality through a variety of dance styles, themes and stimuli.

Key Stage 4: To develop our students’ dance skills through both practical study and critical writing. Dance at KS4 allows our students to experience performance success regardless of previous and out-of-school participation. Our GCSE pathway focuses on the aesthetic and artistic qualities of dance

and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. The course takes a skills-based approach, teaching procedural knowledge which allows our students to learn 'by-doing', and aims to facilitate the development of our students' skills in performance and choreography as well as broadening their knowledge and understanding of different styles and cultural influences.

Implementation:

"It takes time to get dance right, it takes time to make something memorable" – Fred Astaire

In years 7 to 9, dance is taught intermittently throughout the PE curriculum, giving every student the opportunity to build and develop upon their dance skills at multiple points throughout the academic year. In year 7, the focus starts on building fundamental dance technique in jazz and ballet styles through the teaching of RADS (relationships, actions, dynamics and space). Each style underpins all dance movement, allowing our students to match industry-level practice as well as develop the strength, flexibility, technique and artistic expression needed to excel in contemporary dance at KS4. The aim of this is to provide our students with a plethora of dance 'steps' that provide a basis for both student-led choreography and historical dance study.

Students are given lots of opportunities to use this knowledge to create choreography for themselves. These opportunities are paired with formative and summative assessments which allow our students to build their confidence in performing for their peers, and utilise their understanding to give, receive and respond to critical feedback.

By the end of key stage 3, students have been introduced to a range of topics that ripen students' understanding of cultural/historical dance styles such as Bollywood and Capoeira dance, social dance forms such as Charleston, Swing and Street Dance, as well as be able to perform a range of dances with the appropriate ballet and jazz technique. We aim to have developed students' physical strength, flexibility, and coordination, which in turn, fosters creativity and artistic expression by expanding their knowledge of dance steps and supporting them to perform a wider range of movement. Historical dance trends introduce students to different styles and movements from different eras and cultures, allowing them to incorporate these into their own choreographic work. By studying these, students can develop the necessary skills and techniques to express themselves fully, creatively, and with authenticity. The chosen topics intrinsically develop students' knowledge of GCSE choreography and dance analysis skills. We feel that these topics leave students with a good foundation to study GCSE Dance.

During years 10 and 11, GCSE students will be challenged to work collaboratively with other dancers to create and critically analyse professional work. They will be able to generate new ideas and communicate them through a variety of dance styles whilst exploring a variety of practical contemporary works such as A Linha Curva (Rambert), Infra (The Royal Ballet) and Artificial Things (Stopgap Dance Company). Each work on the AQA GCSE specification has been chosen to demonstrate the rich diversity of dance that we have in the world today, and students will learn about the journey of creating professional dance - from lighting and costume to choreography and performance.

GCSE students will be given the opportunity to tell their own stories through movement, using their choreographic skills from key stage three to create performances for their own company of dancers to perform, as well as being constantly challenged to continue to build their confidence to take risks, receive feedback, solve problems and proudly present their ideas.

Long Term Departmental Planning - Overview			Subject:	Dance
KS3 Dance				
Each scheme runs for 6 weeks within the PE curriculum time				
Year	Autumn - Winter	Spring - Summer		
7	Introduction to Dance: Actions <i>Gesture, Weight Transfer, Elevation, Stillness, Travel & Turn</i>	Choreographic Techniques <i>Chance choreography, professional repertoire, stimulus, improvisation through a range of historical styles</i>		
Assessment	Performance of student-created repertoire	Compare, contrast and perform different dance styles from the last 100 years		
Retrieval Focus	Any previous dance experience Links to traditional sports warmups	Use of elevation, travel movements and turns		
8	Jazz Technique <i>Turn out, positions of the feet, point and flex, pirouette, amalgamations</i>	Dancing Through the Decades <i>Charleston, Swing, Disco, Jazzercise, Street Dance, Tik Tok</i>		
Assessment	Practical demonstration of jazz technique exercises	Creation of routine to be performed during interhouse competition period		
Retrieval Focus	Gesture, Weight Transfer, Elevation, Stillness, Travel & Turn Street dance	Jazz technique: turn out, point and flex, amalgamation of movement		
9	Ballet & Contemporary Dance Technique <i>Release technique, Rosas Danst Rosas, motifs, professional repertoire, use of breath, expression and projection</i> <i>Relationships, Actions, Dynamics, Space</i>	Passport to KS4 Option to 'opt in' to dance for 1 half term & GCSE students Advanced contemporary technique AQA Set phrase: Breathe		
Assessment	Performance of Bonie Su's Youth with own choreography	Mock assessment of Breathe		
Retrieval Focus	Jazz technique influences, dance actions, choreography	Motifs, expression, projection, contemporary and jazz dance technique		

Long Term Departmental Planning Overview					Subject:	Dance
AQA GCSE Dance						
Year	Autumn Term		Winter Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6
10	2.1 A Linha Curva 1. Motif & Development 2. Production Features 3. Dynamics 4. Use of space and travelling 5. Structure 6. Capoeira 7. Costume, lighting and aural setting 8. Safe working practice Exam Study – Section A, B and C	2.1 Emancipation of Expressionism 1. Physical features 2. Production features 3. Use of action, space, dynamics and relationships to develop work 4. Creation and intention 5. Structure 6. Expressive skills in group pieces Section C, developing exam technique	2.1 Within Her Eyes 1. Production features 2. Physical features 3. Choreographic intention 4. Choreographic approaches 5. Expressive skills in duets 6. The power of repetition 7. Dance for camera	2.1 & 1.2 Infra 1. Stimuli – how do we get ideas for new work? 2. Solo motifs 3. Counterpoint 4. Performance analysis 5. Production features 6. Programme notes Section A – choreographic processes and performance skills	1.1 Set Phrases 1 Breathe 1. Learning professional repertoire 2. Integrating performance skills 3. Mental skills and attributes during performance Section B – critical analysis of own work	2.1 Artificial Things 1. Physical features 2. Production features 3. Use of action, space, dynamics and relationships to develop work 4. Creation and intention 5. Structure 6. Expressive skills in group pieces Mock Exam Preparation
Assessment	Practical – Capoeira duets Theory – End of unit test	Practical – Group performance Theory – End of unit test	Practical – Choreographed duets/trios Theory – End of unit test	Practical – Filming of choreographed duets/trios Theory – End of unit test	Practical – Filming of set piece 1	Mock Exam
Retrieval Focus	<ul style="list-style-type: none"> Movement in the form of 	<ul style="list-style-type: none"> Production features 	<ul style="list-style-type: none"> Expressive skills 	<ul style="list-style-type: none"> Physical skills of each 	<ul style="list-style-type: none"> Physical skills Expressive skills 	<ul style="list-style-type: none"> Section A, B & C exam technique

	action, space, dynamics and relationships from KS3	<ul style="list-style-type: none"> • Structure • Technical skills 	<ul style="list-style-type: none"> • Utilising ASDR to develop choreography 	professional work <ul style="list-style-type: none"> • Choreographic approaches • Creation and intention 	<ul style="list-style-type: none"> • Programme notes • Technical skills 	<ul style="list-style-type: none"> • Motif & development • Performance analysis • Mental skills and attributes • Production features
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	Autumn Term		Winter Term		Summer Term
	HT1	HT2	HT3	HT4	HT5
11	1.1 Set Phrases 2 Shift <ol style="list-style-type: none"> 1. Learning professional repertoire 2. Integrating performance skills 3. Mental skills and attributes during performance 	1.2 Choreography <ol style="list-style-type: none"> 1. Creation of original choreography in response to a stimulus 	2.1 Shadows <ol style="list-style-type: none"> 1. Production features 2. Physical features 3. Choreographic intention 4. Choreographic approaches 5. Expressive skills in performance 	2.1 Dance Appreciation Compare, contrast & evaluate the professional works A Linha Curva Emancipations of Expressionism Within Her Eyes Infra Artificial Things Shadows	Exam Preparation Focussed revision based on gaps of knowledge and weaker areas
	Section B – critical analysis of own work	Section B – critical analysis of own work	Mock Exam Preparation		

Assessment	Practical – Filming of set piece 2	Practical – Filming of choreography	Theory – End of unit test	Theory – End of unit test	
Retrieval Focus	<ul style="list-style-type: none"> Physical features Expressive skills Programme notes Technical skills 	<ul style="list-style-type: none"> ASDR Expressive Skills Mental Skills and Attributes Programme Notes Choreographic approaches 	<ul style="list-style-type: none"> ASDR Content Choreographic processes Structure Aural Setting 	<ul style="list-style-type: none"> Physical skills Technical Skills Expressive Skills Mental Skills Safe Working Practice ASDR Content 	<ul style="list-style-type: none"> Choreographic processes Structure Aural Setting Performance Environments Choreographic Intent