

Curriculum 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 dance technique which is 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. This lays 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. Building a 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.

Literacy within Dance as a discipline

Literacy is fundamental to the study of any expressive art. The goal of using literacy skills in dance is to foster a deeper conceptual understanding of the stories we tell through movement and visual art as well as to clearly communicate our own ideas to others. Our goal is for students to build vocabulary which builds their capacity to innovate, question, debate, challenge and imagine.

The goal of developing literacy in Dance is to foster a deeper conceptual understanding of this subject. We do this by:

- Embedding oracy in lessons to communicate effectively, practically, and coherently
- Reading inference from a text
- The modelling of sophisticated vocabularies to enhance verbal and written work
- Raising the awareness of accurate spelling, punctuation and grammar in written work
- Development of tier 2 and 3 vocabularies in written work to develop our students' critical written voices
- Use of Socratic questioning to encourage students to be critical and reflective thinkers

In order to ensure students are equipped with the specific disciplinary literacy knowledge pertinent to dance, the implementation of the intended curriculum sees teachers of dance ensuring a shared pedagogy. Here, key definitions are routinely embedded into lesson, command words are explicitly discussed and deconstructed for understanding, with the frequency of open-ended questions and the guidance of tier 2 & 3 vocabularies in all aspects of the curriculum.

Long Term Departmental Planning - Overview		Subject	Dance
KS3 Dance			
<i>Each scheme runs for 6 weeks within the PE curriculum time</i>			
Autumn - Winter			
Year 7	Introduction to Dance: Actions <i>Gesture, Weight Transfer, Elevation, Stillness, Travel & Turn</i>		
Assessment	Performance of student-created repertoire		
Retrieval Focus	Any previous dance experience. Links to traditional sports warmups (pulse raiser, stretch)		
Year 8	Dancing Through the Decades <i>Charleston, Swing, Disco, Jazzercise, Street Dance, Tik Tok</i>		
Assessment	Compare, contrast and perform different dance styles from the last 100 years		
Retrieval Focus	Use of elevation, travel movements and turns		
Year 9	Choreographic Devices & Dance Relationships <i>Unison, Canon, Mirroring, Counterpoint,</i>		
Assessment	Performance of student-created choreography		
Retrieval Focus	A variety of dance actions and repertoire from the last 100 years of dance		

Long Term Departmental Planning - Overview					Subject	Dance
AQA GCSE Dance						
	Autumn Term		Winter Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6
Year 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 Shadows 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	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	1.1 Set Phrases 2 Shift 1. Learning professional repertoire 2. Integrating performance skills 3. Mental skills and attributes during performance Section B – critical analysis of own work
	Assessment	Practical – Baseline Exam 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
Retrieval Focus	<ul style="list-style-type: none"> Movement in the form of action, space, dynamics and relationships from KS3 	<ul style="list-style-type: none"> Production features Structure Technical skills 	<ul style="list-style-type: none"> Expressive skills Utilising ASDR to develop choreography 	<ul style="list-style-type: none"> Section A, B & C exam technique Motif & development Performance analysis Mental skills and attributes Production features 	<ul style="list-style-type: none"> Physical skills Expressive skills Programme notes Technical skills 	<ul style="list-style-type: none"> Physical features Expressive skills Programme notes Technical skills

	Autumn Term		Winter Term		Summer Term
	HT1	HT2	HT3	HT4	HT5
Year 11	<p>2.1 & 1.2 Infra</p> <ol style="list-style-type: none"> 1. Stimuli – how do we get ideas for new work? 2. Solo motifs 3. Counterpoint 4. Performance analysis 5. Production features 6. Programme notes <p>Section A – choreographic processes and performance skills</p>	<p>1.2 Duet/Trio</p> <p>Creation of original choreography in response to a stimulus</p> <p>Mock Exam Preparation</p>	<p>2.1 Artificial Things</p> <ol style="list-style-type: none"> 1. Production features 2. Physical features 3. Choreographic intention 4. Choreographic approaches 5. Expressive skills in performance <p>1.2 Duet/Trio & Choreography</p> <p>Section B – critical analysis of own work</p>	<p>2.1 Dance Appreciation</p> <p>Compare, contrast & evaluate the professional works</p> <p>1.2 Choreography</p> <p>Creation of original choreography in response to a stimulus</p>	<p>Exam Preparation</p> <p>Focussed revision based on gaps of knowledge and weaker areas</p>
Assessment	Practical – Filming of both set phrases	Theory – Mock Exam	Practical – Filming of Duet/Trio	Practical – Filming of Choreography	GCSE Exam
Retrieval Focus	<ul style="list-style-type: none"> • Physical skills of each professional work • Choreographic approaches • Creation and intention 	<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