



Curriculum Information 2017-18

DANCE

1. Key Stage 3

KS3 Dance (2017-18)			Ms Harris/Ms Humphrey
	Autumn 1: Sept-Oct C1 Spring 2: Feb-April C2	Autumn 2: Nov-Dec C1 Summer 1: April-June C2	Spring 1: Jan-Feb C1 Summer 2: June-July C2
Year 7	Capoeira (Brazilian Martial Arts Dance) Developing physical skills and historical knowledge.	See Art in Dance Introduction to use of space and transitions in choreography.	Maths Dance (creating geometric shapes with sticks). Introducing use of a prop and building team-work skills.
Year 8	Jazz Dance (1920's -1960's). Developing physical skills and knowledge of a new genre.	Martial arts & Video games Enhancing use of space and dynamics as a choreographic tool.	Gumboots (African Dance) Developing rhythmical skills and historical knowledge. <i>Or</i> Free-Running Enhancing physical skills, spatial awareness and introduction to a new movement style.
Year 9	Resistance Enhancing use of physical skills and introduction to contact work.	BalletBoyz Torsion Enhancing contact work, use of strength and safe practise in dance.	The London Riots Creating a whole class performance using the London riots as a stimulus. <i>Or</i> Site Sensitive Introducing student to performance environments and creating their own choreography based on, and performed in, their choice of location.



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DANCE Assessment in Key Stage 3:

Unit	Year 7	Year 8	Year 9
1	Students will be given verbal feedback throughout and given opportunity to apply the feedback in a practical setting.		
2			
3			

Keywords and Subject Specific Vocabulary			Dance
Year 7	capoeira, energy , accuracy , martial-arts , self - defence, ginga, meia lua, roda, action/reaction, focus, eye – contact, esquiva, cocorinha, tesoura de costas, au, benção	pathways, transition, expression, dynamics, actions, shape, air pathways, space lines, colours, shapes, expression	levels prop, shapes, angles, tempo, transitions, smooth focus, around/through/over/under, dynamics travelling
Year 8	jazz dance, Charlston , mirroring , lindy hop, partner work, kicks, mammies, mess around step, itchies, leap frog, counter balance, pull and change, fall off the log, crazy legs, hand jive	motif, self-discipline, kung fu, aikido, capoeira, motif development, emphasis, action/reaction, safe practice, slow motion, sound, tableaux	gumboots, body as an instrument, percussion, rhythm, polyrhythm, articulation, stamps, claps, solo, duo, transition, chains, bells <i>or</i> free –running, relationships, obstacles, parkour, commando crawl/roll, swings leap, explore, safety, agility, technical skills
Year 9	resistance, extension and gestures , balance and focus, canon, unison, contrast, weight, pushing and pulling apart, counter-balance	Ballet Boyz, torsion, control, contact work, unison, accumulation, canon, solo, duo, trio	London riots, chaos theory, butterfly effect, pedestrian movement, crowds, scatter, barrier, lead and follow, repetition



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KS3: How to support your son at home			Dance
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>Dance does not officially set homework, but students are encouraged to rehearse the practical work at home and take any opportunity to experience dance as an art form.</p>	<p>Encouragement and praise for rehearsing and the work that he has produced</p> <p>To provide opportunities for your son/ward to visit the theatre to see performances</p>	<ol style="list-style-type: none"> 1. Encourage students to research the background and development of different dance styles 2. Get students to watch and experience as many different styles of dance, either in person or on the computer/TV 3. Provide opportunities for your son to practice/rehearse at home 4. Encouragement of participation in extra-curricular clubs and performances 	<p>The best place to search for examples of different styles/genre/topics is on Youtube or other search engines</p> <p>Use the keywords list below to help your son develop good subject specific vocabulary for Dance</p>

2. Key Stage 4

GCSE Dance Topics				Ms Humphrey / Ms Harris		
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	<i>CHOREOGRAPHY EXPLORATION</i>	<i>SET WORK 1</i>	<i>SET WORK 2</i>	<i>PERFORMANCE SKILLS</i>	<i>SET WORK 3</i>	<i>SET PHRASE 1</i>
Year 11	<i>GROUP DANCE</i>	<i>SET WORK 5</i>	<i>SET PHRASE 2</i>	<i>SET WORK 6</i>	<i>CHOREOGRAPHY</i>	<i>REVISION AND EXAMINATIONS</i>



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GCSE DANCE ASSESSMENT:

Term	Year 10	Year 11
Autumn		Pre-public exams: 04-15.12.17
Spring		
Summer	Pre-public exams: 09-20.07.18	FINAL EXAM DATES

KS4 How to support your son at home

Dance

What sorts of independent work / homework will he get?	How you can help	Useful resources and links
<p><i>Dance does not officially set homework, but students are encouraged to rehearse the practical work at home and take any opportunity to experience dance as an art form.</i></p> <p><i>To help at home, you can:</i></p> <ol style="list-style-type: none"> <i>1. Give encouragement and praise for rehearsing and the work that he has produced</i> <i>2. Encourage your son to research the background and development of different dance styles</i> <i>3. Get him to watch and experience as many different styles of dance, either in person or on the computer/TV</i> <i>4. Provide opportunities for your son to practice/rehearse at home</i> <i>5. Encourage participation in extra-curricular clubs and performances</i> <i>6. Provide opportunities for your son to visit the theatre to see performances</i> <p><i>The best place to search for examples of different styles/genre/topics is on Youtube or other search engines</i></p> <p><i>Use the keywords list in this section to help your son develop good subject specific vocabulary for Dance</i></p> <p><i>Please use the below link to the Forest Hill Dance website – Students have been given the password: www.dance.fhsmusic.org.uk</i></p>		



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3. Assessment Criteria (KS3 and 4)

STEPS to success criteria				Dance
Strand	Description	A student on Step 1 can	A student on Step 5 can	A student on Step 9 can
Choreography	Students being able to create dance sequences using a range of movement components, in a variety of styles, in a variety of contexts and in different groupings.	<p>Begin to use some varied actions and make spatial decisions.</p> <p>Work as part of a team.</p> <p>Create clear still positions.</p>	<p>Respond to different stimulus in my choreography using basic dance relationships.</p> <p>Use a range of Actions, Space and Dynamics in the choreography.</p> <p>Communicate ideas with an audience.</p>	<p>Create imaginative dances whilst drawing on conventions of the past and present.</p> <p>Successfully use a variety of all 4 movement components.</p> <p>Communicate sensitive subject matter through the use of choreographic devices and motif development.</p>
Performance	Students being able to perform choreographed movement in front of an audience using performance and technical skills.	<p>Perform individual movements with co-ordination and control.</p> <p>Perform in groups showing consistent effort.</p>	<p>Perform complex sequences with consistent strength, control and precision.</p> <p>Perform with a strong sense of performance</p> <p>Use some interpretative skills.</p>	<p>Perform and interpret dance ideas clearly and sensitively.</p> <p>Demonstrate an understanding of technical and expressive skills.</p> <p>Perform sensitively in a group performance</p> <p>Demonstrate safe practice.</p>
Appreciation	Students being able to reflect on their own dance practices and the practices of others, giving evaluative comment in relation to success criteria.	<p>Comment using some basic dance terminology.</p> <p>Use What Went Well (WWW) and Even Better If (EBI) about others performances</p>	<p>Reflect on the skills and techniques I have used in order to make improvements.</p> <p>Give other feedback using my own opinion and give examples to support my opinion.</p> <p>Give others ideas for how to make improvements in their work in a constructive way.</p>	<p>Show detailed knowledge and understanding of choreographic and performance process.</p> <p>Discuss the significance of dance in relation to professional and /or my own choreography.</p> <p>Give detailed analysis and interpretation of the work of others.</p>