

DANCE



Curriculum Aims, Delivery & Content



Bottisham Village College

Achievement through Inspiring, Caring, Enriching

<p>Curriculum Intent</p>	<ul style="list-style-type: none"> In the Dance Department we aim to engage and challenge students throughout their time at Bottisham Village College and equip students with the necessary skills and resilience to succeed post 16. Through developing students' confidence in performance, communication within a group and giving opportunities for creative exploration we can prepare them for the adult world. Dance is inclusion at all levels and students will develop many transferable skills including: leadership, critical thinking and the ability to self-manage. Dance also has a wide range of physical and mental health benefits for students including; increased fitness levels, stronger bodies and reduced stress levels. 		
<p>Curriculum Content Year 7</p>	<p>Introduction to Dance</p> <ul style="list-style-type: none"> Introduction to the 4 basic elements of dance: action, space, dynamics, relationships (ASDR) Importance of warm up and cool down Basic developments of movement material Basic Performing skills 	<p>Thriller</p> <ul style="list-style-type: none"> Expressive skills Technical skills: accuracy of movement Significance of costume in dance Stage directions Command skills 	<p>Musical Theatre</p> <ul style="list-style-type: none"> Combining skills from across subjects and disciplines in one performance Exploring how real-world issues can be shown in an entertaining way Importance of rehearsal process and giving the audience the best experience Developing expressive skills
<p>Curriculum Content Year 8</p>	<p>Choreography</p> <ul style="list-style-type: none"> Creating a choreographic intent from a stimulus Selecting appropriate movement and music for their chosen intent Understanding the choreographic process including generating, developing and refining 	<p>Infra</p> <ul style="list-style-type: none"> Ballet style and technique Knowledge and application of physical skills Use of lighting in professional work Contact improvisation Physical skills 	<p>Nutcracker!</p> <ul style="list-style-type: none"> Communication of character through movement Expressive skills Features of production – Aural setting Using choreographic devices Comparison of costume in professional work
<p>Curriculum Content Year 9</p>	<p>Shadows</p> <ul style="list-style-type: none"> Contemporary dance Expressive, physical & mental skills Safe contact Communication of story and character Dynamics and set in professional work Features of production - prop 	<p>Street/Commercial</p> <ul style="list-style-type: none"> Use of all performance skills, particularly Technical skills Distinguishing features of styles within the 'Street' heading Aural Setting in professional work Relationship to accompaniment. 	<p>Practitioners and Performance</p> <ul style="list-style-type: none"> Workshops on the methods and features of existing artists Application of practices to performance Creating original work from a given stimulus Use of creative and performance skills simultaneously



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<p>Curriculum Aims KS4</p>	<p>The KS4 curriculum is designed to build on the performing and choreographing skills developed across KS3. Equally the skills gained in self-evaluation and professional dance analysis are also built upon. Practical and theory elements of the course are interwoven into lessons so that students have a clearer understanding of how they connect and support each other.</p> <p>Students are given a mixture of theory and practical homework to support their learning in lessons and are encouraged to take responsibility for their development as performers and choreographers by using the dance studio outside of lessons.</p> <p>The main elements that are developed further at GCSE rather than key stage 3 concern dance analysis and solo choreography. At GCSE students develop their analytical skills by looking in greater depth at the process undertaken to create work and how all elements of a production work together to get across the choreographer's intention. Students also take greater responsibility for their own choreography rather than working in groups.</p>		
<p>Curriculum Delivery KS4</p>	<p>Students will have 5 lessons of Dance a fortnight.</p> <p>Final Examinations take place in June of year 11.</p> <p>Practical Exams take place during the course first 2 terms of year 11 to allow focus on written exam in June</p> <p>Practical exams:</p> <ul style="list-style-type: none"> • Solo performance x2 • Performance in a group (duet or trio) • Choreography 		
<p>Curriculum Content Year 10</p>	<p>AQA: GCSE Dance 40% Written Exam 60% Practical:(30% choreography + 30% solo and group performance)</p>	<p>Set works (6 in total)</p> <ul style="list-style-type: none"> · Features of production · Choreographic process & content <p>Set dance 1: TEMP skills</p> <ul style="list-style-type: none"> · Technical, expressive, physical, mental <p>Performance in a group</p> <ul style="list-style-type: none"> · TEMP skills 	<p>Safe dance practice</p> <ul style="list-style-type: none"> · Physical safety · Studio space · Working with others <p>Choreography</p> <ul style="list-style-type: none"> · Creating a choreographic intention from a stimulus. · Motif development and structure. · Action, Space, Dynamics, Relationships · Accompaniment selection
<p>Curriculum Content Year 11</p>	<p>Set works</p> <ul style="list-style-type: none"> • Features of production • Choreographic process & content <p>Set dance 1</p> <ul style="list-style-type: none"> • TEMP skills 	<p>Choreography</p> <ul style="list-style-type: none"> • Creating a choreographic intention from a stimulus. • Motif development and structure. • Action, Space, Dynamics, Relationships • Accompaniment selection <p>Set dance 2</p> <ul style="list-style-type: none"> • TEMP skills 	<p>Practical exams</p> <ul style="list-style-type: none"> • Performance in a group • Set dances <p>Theory</p> <ul style="list-style-type: none"> • Set works • Self evaluation • Dance practice