
DANCE DEPARTMENT KEY STAGE 4 CURRICULUM OVERVIEW

The Dance department key stage 4 curriculum is designed to implement the Academy’s vision of “Deepening Learning, Raising Aspiration”, in line with the OAT curriculum strategy of “Teach, Develop, Change”. Our curriculum is carefully designed to build resilience, aspiration and independence in our learners. We carefully design the KS4 curriculum to further develop and build upon prior learning at KS3 particularly in Drama and PE. Student engagement reflects the department’s commitment in creating a community ethos allowing their passion to flourish. The department offers a wide range of diverse opportunities both in and outside of lesson.

Dance is taught as a practical and academic subject. It focuses on developing skills for performance as well as a solid grounding in theatrical knowledge. Dance lessons at Ormiston Rivers are focused on developing imagination and creativity while building up pupils’ knowledge, skills and understanding. Students will participate in and gain knowledge, skills and understanding associated with the artistic practice of dance. They will adopt, create and develop their ability in a range of styles, responding appropriately to others through choreography and exploring a range of practitioners. They will also have opportunities to improvise, choreograph and learn professional repertoire and perform to a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to live dance and theatre performances. Young people come into our school with a lifetime of performance experiences, which are practical and experiential, and which have contributed to their aural memory, practical, discriminatory skills, and personal and collective identity formation. Building a “can do” attitude and confidence in our learners is a key strength to the vision of our curriculum intentions. Fundamentally, we aim to develop the following in our learners:

- creativity
- enjoyment and active learning
- inclusion and building positive relationships
- reading and writing skills
- planning and performing, individual and group work
- expressing thoughts and feelings
- speaking and listening skills
- choreography, improvising and performing
- social, moral, spiritual, and cultural (SMSC)
- reflect on their learning and the wider community
- skills and techniques

Year
10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Skills Development						Global Dance Styles Diversity					
	Skills audit and target setting for Skills Development						Skills and techniques for traditional dance Develop an understanding of a variety of global dance styles. Focus on the historical context and the study of specific movement/techniques. <ul style="list-style-type: none"> • Russian Ballet • Flamenco • Break Dance • Bollywood Tango • Samba • Irish Dancing 					
Spring	Contemporary Dance Diversity						Commercial & Jazz Dance Diversity					
	Exploring Contemporary Dance Christopher Bruce, Martha Graham and the Ballet Rambert. Studying the historical context of Ghost Dances and recreating chosen sections of the famous work in a contemporary style that reflects the political/social message of the piece.						Exploring Commercial & Jazz Dance Choreographers Bryan Freidman and Bob Fosse. Influences and historical contexts					
Summer	Unit 227			Planning for a career in the Performing Arts Industry						Working to a brief		
	Completion of assessment material for internal unit			Completing a CV and show reel						Exploring what it means to work to a brief, looking at the vocational aspect of dance		

Autumn Half Term 1

Skills Development – Weeks 1 to 3

- Developing overall dance technique including: flexibility, agility, strength, balance and presentation.
- Completion of a skills audit to monitor the learners’ skill level and progression.
- Experimenting with a variety of styles including: ballet, contemporary, street, commercial and jazz.

Skills Development – Weeks 4 to 6

- Developing skills in choreography including: choreographic devices, dance specific language, choreographic/artistic intent and choreographic style.
- Developing skills audit to demonstrate areas of progression
- Health and safety development including risk assessment
- Importance of a warmup and cool down – developing and improving their own independent leadership

Notes/Links/Interleaving

- Introduction to work at Key Stage 4. Consolidating skills developed in Key Stage 3. Introducing more creative freedoms in selection of material
- Development of skills required for unit 227

Additional Higher Content

- Response to the range of styles in this work will vary due to ability, some will engage with a more sophisticated style and look in more depth at the vocational elements of the unit. Real life case studies will benefit work here.
- More able learners will be encouraged to develop their vocabulary of content specific to dance technique e.g. Plie, Tendu and Développé. Learners will be encouraged to lead a variety of technique development exercises during company class. Groups will be decided to allow students to thrive.

Autumn Half Term 2

Global Dance - 7 to 9

- Workshops on professional work
- Exploration of skills and techniques for traditional dance
- Identify and respond to verbal and visual clues
- Develop ability to become a fluent performer without formal rehearsal, switching quickly between styles and floor space

Global Dance – Weeks 10 to 12

- Responding to the needs of the chosen performance style
- Work on intimate address to the audience
- Perform chosen style with and without direction in the performance space
- Responding to the culture and rituals explored in the dance
- Evaluate own performance

Notes/Links/Interleaving

- This topic introduces an entirely new concept and compares with their most familiar way of working. Direct comparisons are drawn.

Additional Higher Content

- Response to the range of styles in this work will vary due to ability, some will engage with a more sophisticated style and look in more depth at the vocational elements of the unit. Real life case studies will benefit work here.

Spring Half Term 1

Contemporary Dance – Weeks 1 to 3

- Exploring a range of contemporary dance pieces, looking at key scenes and their context within the performance
- Understanding the social and historical context of the performance and dance style and why this is important
- Workshops on the contemporary style – exploring themes and a range of characters, costumes and music
- Developing skills to analyse a piece of contemporary dance
- Understanding use of space and exploring movement skills such as contraction and release

Contemporary Dance – Weeks 4 to 6

- Understanding techniques for lifting text off the page
- Develop performance skills, including physical, vocal and movement techniques, needed to suit the style of the classical play
- Understanding importance of cues and learning lines
- Interpretation of character and text
- Development of peer and self-review

Notes/Links/Interleaving

- This topic develops on their knowledge of dance styles and performing in groups while learning new skills to perform live in a studio space. Work will challenge students further with use of technical terminology and style of performance

Additional Higher Content

- Response to the use of professional work in this will vary due to ability, some will engage with a more sophisticated style and look in more depth at the vocational elements of the unit. Watching live performance will benefit work here.

Spring Half Term 2

Commercial & Jazz Dance – Weeks 7 to 9

- Exploring a range of commercial dance pieces, looking at key scenes and their context within the performance
- Understanding the social and historical context of the performance and dance style and why this is important
- Workshops on commercial dance – exploring themes and a range of characters, costumes and music
- Developing skills to analyse difference in style
Demonstrating how the choreographer communicates their choreographic intent to an audience

Commercial & Jazz Dance - Weeks 10 to 12

- Develop performance skills in a selection of commercial dance styles
- Understanding timing, spacing and the effective use of facial expressions
- Exploring imaginative responses to professional work
- Interpretation of style and genre
- Development of peer and self-review

Notes/Links/Interleaving

- Developing on from the classical scripts, students will now explore a range a contemporary scripts focusing on a range of current issues and events. Exploring similarities and differences.

Additional Higher Content

- Professional work selected will suit a range of abilities. The more able will be challenged with A Level style work where needed. The possibilities are endless here in terms of material and working groups.

Summer Half Term 1

Unit 227 – Weeks 1 to 3

- Students to prepare a solo or group presentation comparing the context and history of their chosen dance styles including; an overview of the dance style, the main elements of the history of the style and the key influences on the dance genre – written or verbal
- Students will produce either written or verbal accounts that demonstrate their understanding of the development of the style, the use of dance skills, the demands placed on the performer, safe dance practice, the background and context of the style and the study of a dance company and individual performers or choreographers identifying the particular uniqueness.

Notes/Links/Interleaving

- Further developing their written skills and knowledge of self-evaluation. Linking with English curriculum, analysing live performance work and the background and context of the style

Planning for a career – Weeks 4 to 6

- Considering the different dance skills needed to sustain a role in the professional industry
- Preparing and recording material to produce their own show reels
- Understanding the performing arts sector and learning about the creative and performing arts as a profession.
- Understanding the variety of working roles and jobs within the performing arts sector including: professional performance, administration and technical, production and design roles.

Additional Higher Content

- The grouping will support the ability of all students. They will be guided towards selection of material appropriate to ability and challenging all.
- Students will work on a range of roles challenging their individual ability

Summer Half Term 2

Planning for a career – Weeks 7 to 9

- Establishing an awareness and understanding of performing arts organisations including: venues, theatres, arts councils, publications and companies.
- Developing knowledge of entry into work in the performing arts sector including: training courses, networks and professional organisations.
- Learners to complete an application form for a training course of their choice in the performing arts sector.
- Learners to complete and present a professional CV and Show reel in order to apply to a training consortium

Notes/Links/Interleaving

- Supports further development from KS4 – KS5 learning
- Links with cultural capital and students career progression
- Vocational links within the industry

Working to a brief - Weeks 10 to 12

- Working from a brief, breaking down and analysing requirements of the brief
- Collaborating in chosen groups on how to respond to the brief
- Mind mapping and sharing initial ideas
- Selecting style of dance to work within that is appropriate for the requirements of the brief

Additional Higher Content

- Response to the brief will vary. Students will be encouraged to research a range of material to help develop their work. The more able will be guided to the work of more challenging practitioners or develop further their own choreography.
- Groups will be decided to allow all students to thrive.

**Year
11**

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Choreography

Working to a brief

Autumn

Choreographing original dance material.
Learners will undergo a series of choreography workshops developing their understanding of the choreographic process.
Learners will choreograph a piece of dance in a style of their choice with detailed research into the history and development of the style underpinning their work.
Learners will reaffirm their understanding of choreographic devices and subject specific vocabulary used in a choreographic process.
Learners will develop skills in collaborative practice with other dance artists, choreographers and styles as they will all be required to choreograph a short piece, whilst dancing in the style of others.

Exploring what it means to work to a brief, looking at the vocational aspect of dance.

Spring

Unit 201e

Completion of external exam, controlled conditions.

Autumn Half Term 1

Choreography – Weeks 1 - 3

- Looking at the key skills needed for choreographing, structuring, planning and performance development.
- Understanding the importance of rehearsal and refinement
- Researching a range of practitioners to adapt style
- Experimenting with preferred styles, techniques and genres

Working to a brief – Weeks 4 - 6

- Working from a brief, breaking down and analysing requirements of the brief
- Collaborating in chosen groups on how to respond to the brief
- Mind mapping and sharing initial ideas
- Selecting style of dance to work within that is appropriate for the requirements of the brief

Notes/Links/Interleaving

- This topic develops on their knowledge of dance styles and performing in groups while learning new skills to perform live in a studio space. Work will challenge students further with use of technical terminology and style of performance

Additional Higher Content

- Response to the brief will vary. Students will be encouraged to research a range of material to help develop their work. The more able will be guided to the work of more challenging practitioners or develop further their own choreography.
- Groups will be decided to allow all students to thrive.

Autumn Half Term 2

Working to a brief – Weeks 7 - 9

- Developing movement and structure from the initial ideas process
- Creating a suitable storyline appropriate for the style of dance chosen, using a range of developed dance skills
- Selecting and applying techniques and conventions appropriate for the selected style
- Recording planning ideas in the coursework booklet, linking ideas back to the brief

Working to a brief – Weeks 10 - 12

- Performing the work for practical assessment
- Looking at what a thorough and comprehensive evaluation looks like, using peer and teacher feedback to develop this
- Completing written evaluation of the performance

Notes/Links/Interleaving

- Storylines, themes and ideas will begin to develop here and will need to be assessed for suitable content, relating back to the demands of the brief.

Additional Higher Content

- Students will be allowed to experiment widely, encouraged to take risks and make mistakes – this will help the creative process be more refined in the exam unit they complete this year.

Spring Half Term 1**Unit 201 External Exam – Weeks 1 to 6**

- Reviewing and evaluating success of the work created in the previous unit
- Analysing the needs of the exam board brief, breaking down and understanding requirements of the brief
- Collaborating in chosen groups on how to respond to the brief, selecting an appropriate style for their work
- Mind mapping and sharing initial ideas – recording in coursework booklet as they go so work is up to date

- Developing storylines and scene breakdowns from the initial ideas process
- Creating a suitable storyline appropriate for the style of dance chosen, using a range of developed dance skills
- Selecting and applying techniques and conventions appropriate for the selected style
- Recording planning ideas in the coursework booklet, linking ideas back to the brief – developing in detail any work from the first term

Notes/Links/Interleaving

- The reviewing of the mock work will be vital here in allowing students to respond most effectively to the real exam brief. They will need to draw on anything they have previously explored and found to be effective/interesting.

Additional Higher Content

- Students will be supported in making the most appropriate choices for them, encouraging them to embody roles that both challenge and show their best work. The choice of stimulus in relation to the brief will vary greatly and display a range of maturity.

Spring Half Term 2**Unit 201 External Exam – Weeks 7 to 12**

- Performing the work for practical assessment, recorded for external assessment
- Completing written evaluation of the performance in coursework booklets, responding to feedback
- Ensuring coursework booklets are to the best possible standards

Notes/Links/Interleaving

- Students will be supported through their nerves around assessment. They will be working throughout the time on their booklets that make up a third of the mark. They will be encouraged to draw on all dance knowledge they have.

Additional Higher Content

- The booklets support students in the completion of the coursework. The more able will be pushed to complete these to Distinction standard through the level of analytical detail.