



GREENWOOD ACADEMIES TRUST



Dance Intent document

Pupils leave a GAT Academy with the academic qualifications & wider skills, characteristics & experiences, which will assist them to lead successful & happy lives

Our Academy Curriculum Principles:



Our curriculum is engineered to ensure pupils are equipped with the qualifications, knowledge, experiences and skills to succeed in life and progress onto meaningful employment with training or further and higher education.

To achieve this our curriculum is designed to be:

- **Broad, ambitious and grounded in the national curriculum** – so that all groups of pupils have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all.
- **Knowledge rich** – so that all pupils acquire the core knowledge to which they are entitled and the powerful knowledge they need to expand beyond their own experiences
- **Intelligently planned** – sequenced to incrementally build long-term knowledge and develop cross-curricula schema, using evidence-based strategies to maximise learning.
- **Culturally rich** – broadening horizons and exposing pupils to the vast wealth of experiences in the wider global society be that the arts, music, sport and extra-curricular pursuits
- **Character building** – providing opportunities to develop leadership, organisation, resilience, initiative and communication skills from year 7 to 13
- **Context-specific** – so that pupils who are not yet secondary ready, or not yet confident in the English language can rapidly catch up and access the full curriculum, and those with limited opportunities to explore the world beyond Northampton can broaden their horizons.
- **Values-driven** – to develop principled young people who respect others in all their diversity, put kindness at the heart of all their decisions and strive to achieve excellence in all that they do.



Our academy values are *kindness, respect and excellence*

Our Dance Intent:

Our faculty intent is comprised of following 3 sections:

1. Our vision for the subject/faculty and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

1. Our vision

In Dance, at Weston Favell Academy, we provide a creative forum that encourages students to develop their self-confidence, resilience, kindness and collaborative performance skills built on respect.

We aim to build the core knowledge and skills in KS3 to replicate and create their own motifs working with others around specifically selected stimuli. This is carefully planned selecting topics that have previously engaged both male and female students to actively participate giving opportunities to build character. These topics also make close cross curricular links to PE regarding health and fitness and Music and Drama with some key terminology.

Dancing and performing is a huge character-building experience as pupils discover the skill of moving their bodies in a way which they may not have experienced before. Students are challenged to lead and take part in creating choreography and developing their self-belief to perform in front of an audience. But also developing their respect of others whilst they are performing. Whilst creating this choreography students will work in groups improving their communication and organisation skills to discuss and structure initiative ideas. Whilst trialling ideas and adapting them to fit a stimulus or choreographic task, students will develop their resilience no end.

Developing these core skills into a knowledge rich KS4, we cover a wide range of styles and choreographers reflecting on their choreographic process. Focusing on what influenced them, their background and the historical context on the pieces. This is carefully built into a framework that develops a frame of reference to create their own choreography expressing emotion alongside working with their peers, sharing and discussing their ideas and opinions with kindness and respect. Dancers are pushed to take leading roles and organise group pieces for both coursework and extra-curricular events. Dancers learn to express and develop thoughts and ideas spontaneously and fluently given the space to experiment these how they best see fit to meet the choreographic tasks set.

Our core aim is to promote a powerful knowledge and appreciation of the Dance that can grow beyond the classroom, encouraging cultural diversity that reflects the society around us. We do this by watching many professional pieces analysing the practitioners process of creating the repertoire at both KS3 and 4. In addition to this, all KS3 students are given the opportunity to experience a Musical theatre piece in the West End as part of our Performing Arts annual trip. Finally, before creating their final exam in KS4, students are taken to see a live Dance piece at the theatre to give them a sense of what performance skills looks like as well as professional set and lighting design.

2. Our key concepts and core domains of knowledge

Our curriculum here at Weston Favell Academy focuses on building the foundation of technical language, with cross over from other performing arts disciplines. Pupils take this understanding of choreographic devices and applying these within a performance with guidance from teacher and resources for support.

Using this knowledge, all dancers can replicate movement and create basic choreography relating to a stimulus with a degree of confidence. In KS3 we increase this confidence step by step, performing to peer firstly, secondly to small groups and pushing this to a full class audience whilst performing as a group.

Within these performances we aim to establish a basic 8-beat count that can be developed into a movement motif. This makes a close cross curricular link to music listening to patterns with in the music and adapting their movement to fit this.

A key element of KS3 is recall and retrieval to enable pupils to reflect on what they have learnt in the previous lessons or years. This is incredibly important as students may not have had any Dance experience in KS2.

Students are encouraged to develop their physical and interpretive skills in line with the National Curriculum, working closely with Physical Education, with the hope that we enable our dancers to lead a positive active lifestyle. Thus, pushing their performance, alongside choreographic skills whilst having the core knowledge to meet the criteria for Tech Award Dance Level 2.

Key areas of learning for KS3 are:

- Isolation- Through using simple isolated movement students gain a confidence in copying movement that is inclusive for all. Through using isolated movement, we introduce students to the choreographic devices. From here students then apply these devices to create more interesting motifs, these are; unison, canon, dynamics, levels and formations.
- Characterisation- Students are taught an adapted version of professional repertoire. Whilst replicating movement taught, they are to use the characteristics highlighted through class discussions to embody a character through movement. This is through dynamics, levels, posture, gestures and facial expressions.
- The choreographic process- Pupils are carefully taken through the process a choreographer goes through to create a piece. Each section of the process is discussed in detail enhancing students core knowledge and understanding of key terms. In groups, pupils work through this process independently from the teacher, collaboratively discussing ideas and opinions. They select their own stimulus, style, structure, motifs and how to develop these motifs to show their shown stimulus.
- Dance styles- Pupils watch a piece of professional repertoire and discuss what defines that style and why it is considered unique, highlighting its key characteristics, historical background and how culture may have a part to play in this. Pupils are taught a section of the piece or key movements for a certain style. Developing this, pupils then use this movement to create their own choreography in a chosen style using the frame of reference from the professional repertoire as guidance, in various group sizes including working duets, trios, larger groups as well as solos to develop confidence for KS4. These styles are Contemporary, Street, Jazz and Lyrical.

Key areas for learning at KS4 are:

- Component 2- Developing skills and techniques- this is an internally moderated exam. This consists of increasing physical and interpretive skills in Contemporary focusing on one choreographer. Pupils will learn and replicate professional repertoire. From here they will use the practitioner's key characteristics to create their own version of the practitioner's choreography. This is then performed to and external audience. Using the technical language developed through key stages, pupils will then analyse and evaluate their performance making SMART targets for future components and performances.
- Component 1- Exploring the Performing Arts- this is an internally moderated exam that consists of workshops in different styles and pieces. Students will present the choreographer's journey through creation of their pieces analysing their background, influences and the historical context. This will be completed in 3 different ways, creating presentations, display boards and theatre programs. This pushes students to develop communication and organisation skills both for immediate use and to prepare them for further study and use in school, higher education or in employment.
- Component 3- Responding to a brief- this is an externally moderated exam. This focuses on one group

practical piece to a set theme set by the exam board. Students are to work collaboratively to create a piece reflecting the stimulus set to a target audience. This component gives students the opportunity to put their powerful knowledge to use, drawing from all their previous experiences within our curriculum to create a piece full of their passion, emotion and self-expression. This gives them the chance to experience the process a professional practitioner will go through making decisions from choreography, accompaniment, staging, costume and lighting.

3. The end points of our curriculum

Key stage 3:

- To have developed a personal appreciation of dance repertoire, experiencing musical theatre at the west end.
- Have the knowledge to lead an active healthy lifestyle.
- An awareness of and increased respect for different cultures and how these might compare to their own.
- Develop their leadership skills through working in several different groups.
- To be able to perform with a live audience both within school and the wider community.
- Learn how to apply the key vocabulary learnt into their practical work.
- Be able to recall and retrieve knowledge and movement learnt.
- Increase understanding of stylistic qualities for a variety of styles.
- A range of key vocabulary to help set targets for future performances.

Key stage 4:

- To have developed a range of literacy skills to evaluate and analyse pieces of work from different styles, genres and cultures.
- Develop a range of presenting skills to take forward to further study or employment.
- The ability to set SMART targets from evaluating their own work.
- To be able to apply strong powers of self-expression, both written and in performance, whilst improving their physical and interpretive skills.
- To have the opportunity to attend live professional performances.
- Achieved a minimum standard PASS.
- Increased understanding of resilience through rehearsal discipline.