



'It is our mission to foster students' love and enthusiasm for Dance whilst ensuring they make progress in their performance, choreography and appreciation skills.'
Students are encouraged to be confident and creative when trialing new ideas, creating an understanding that all students can achieve.

What is your vision?

What is the Big Picture of KS3?

Dance at KS3 is delivered within the PE curriculum, following the focus of embedding and developing students physical, social and emotional skills. The dance curriculum is designed to allow students to explore a range of dance styles and stimuli, appreciating dance as an art form. Skills associated with performance, choreography and appreciation are embedded and developed throughout the journey.

Assessment at KS3.

Assessment at KS3 follows the PE criteria, assessing students in their physical, social and thinking skills. Within dance we look specifically at, students ability to:

- Physical Me: Demonstrate physical skills, technical skills, expressive skills and attributes safely.
- Thinking Me: Apply the chosen stimulus to create a unique and effective outcomes, with complex, imaginative and unique responses.
- Social Me: Reflect on the choreographic process and performing skills on their own and others practical work, referring to key dance terminology.
- Attitude to learning: Behaviour & attitudes to lessons, staff, standards of Dance kit and safe execution in the Dance Studio.

	Unit 1	Unit 2
Year 7	Style- Jazz Musicals	Style- Hip hop Emancipation of Expressionism
Year 8	Style- Contemporary Choice of stimuli	Range of styles Technique/ Professional companies

Golden Threads

Why is the curriculum structured this way? (Sequencing/coherence)
The curriculum follows a spiral model, consistently revisiting and embedding skills to explore dance through different platforms: as a performer, as a choreography and to appreciate dance as an art form. The dance content is developed through technique over time and exposes students to a range of dance styles/ stimuli/ professional examples to ensure students are challenged and encouraged to be confident when exploring new movement content.

How will students bump into concepts or knowledge over time
Students are introduced to key vocabulary around the three main areas of focus: performance, choreography and appreciation. This vocabulary is revisited and embedded across all year groups, through different dance styles/ stimuli:

- Increasing the difficulty of movement content,
- Growing confidence to respond to different stimuli
- Developing the social and emotional understanding through professional dance examples.

Year 9

Year 9 the focus is on the extra-curricular opportunities. Students have the opportunity to complete a dance leaders unit, focusing on leaderships skills and qualities to take more ownership in leading and planning dance sessions. Through this students have the opportunity to visit local primary schools, working with their students to plan, create, organise and refine a dance for performance, working through the choreographic process in preparation for GCSE.

Engendering a love of the subject

Extra-Curricular dance- Extensive extra-curricular programme to ensure students have a consistent, additional opportunity to explore dance and develop their technique throughout the years at MCHS. Building on their commitment and dedication to ensure they have a clear journey from year 7-11.

Year 9 Dance Leaders programme- Opportunity to explore leadership qualities/ skills and experience leadership within the local primary schools/ KS3.

Rising Stars- Inclusive show for all students, including primary to experience performance opportunities and to celebrate their commitment and enthusiasm for performing arts.

Wally Cain dance festival- Sefton schools dance festival, to experience a dance audition process the final 20 will experience performing in a professional setting, exploring dance through contemporary based on a chosen stimulus.

KS3 Workshop- Workshop to foster the love of dance, promoting the subject, as well as giving students an additional opportunity to explore a style of dance.

KS4 Workshop- Workshop with a professional dance company, developing their knowledge and understanding around the dance work and choreographic intention of the work.

Subject Skills

Physical Skills	Technical Skills	Expressive Skills
Motif and development	Choreographic Devices	Choreographic Approach
Choreographic intention	Stimuli	Mental Skills

What is the Big Picture of KS4?

AQA GCSE Dance.

Students continue following the spiral curriculum model, having clear structure and routines to their lessons, developing their knowledge in the three main areas: Performance, Choreography and Appreciation.

Performance: Students develop their understanding of performance qualities, through the learning of two set phrases and performing as part of a duet/ trio.

Choreography: Students explore a range of stimuli, understanding how to develop their ideas to structure a dance to express a clear intention for their choreography.

Appreciation: Students analyse 6 professional dance works, looking at a range of styles, stimuli and choreographic approaches. Students learn to appreciate all aspects of production that come together to put a dance work together, understanding choices of; lighting, costume, set design, accompaniment and dance for camera.

Why is the KS4 curriculum structured this way? Why this, why then?

The spiral model allows students to develop the three main areas of dance consistently over the two year GCSE programme, building on their prior KS3 knowledge. This model allows the skills to be recalled, embedded and developed over time, increasing students confidence to perform, create and analyse performance through different stimuli/ styles.

	Performance	Choreography	Appreciation
Year 10	Set Phrases- Breathe/ Shift Duet/ Trio Performance	Motif and development Choreographic process Choreographic devices	Choreographic Approach Aspects of production 4 X professional works- different styles of dance
Year 11	Set Phrases- Breathe/ Shift Duet/ Trio Performance	Independent choreography task	Choreographic Approach Aspects of production 2 X professional works- different styles of dance



'It is our mission to foster students' love and enthusiasm for Dance whilst ensuring they make progress in their Performance, Choreography and Appreciation skills.'
Students are encouraged to be confident and creative when trialing new ideas, creating an understanding that all students can achieve.

Key threads running throughout the Dance Curriculum:

Physical skills: Aspects enabling effective performance such as: demonstrating mobility, alignment, control, balance, extension, co-ordination, strength, stamina, posture, flexibility and isolation.

Technical Skills: Understanding the technical aspects of a performance, showing accuracy throughout: timing & rhythmic content, action, dynamic, space and relationship content.

Expressive Skills: Aspects that contribute to performance artistry, to engage the audience, such as: complementing the qualities of the accompaniment through musicality, spatial awareness of other dancers, communicating the choreographic intention, utilising facial expression and the use of focus, projecting movements and displaying the characteristics of the chosen dance style.

Mental Skills: Attributes and skills required to mentally commit and prepare a performance, through: confidence, concentration, commitment, mental rehearsal, movement memory, safe execution and safe working practices.

Appreciation: Exploring the key features of dance styles and choreographic processes, understanding motifs and ways to develop them, as well as understanding overall form and structure. Acknowledgement of strengths, areas to improve and acting on feedback, utilising rehearsal strategies to allow for progression. Additional appreciation of aspects of production that go into creating professional dance works for stage.

KS3 Dance- Taught within PE curriculum

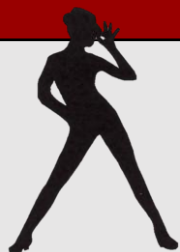
Year 7 (PE- Skill Development)

The focus of Dance in year 7 is to introduce the fundamental skills and attributes of being a performer & choreographer in dance. Here students will explore a Dance style, discovering the key features of this style, responding to a chosen stimulus. Through this approach students will build knowledge on the ingredients of Dance, working collaboratively as a group to stretch and challenge their creativity.

Pupils will be assessed across four areas per activity under the "Me in PE" model focusing on:

- **Physical Me** (Procedural knowledge – Physical capabilities; skills and application).
- **Thinking Me** (Declarative knowledge – Explaining teaching points, coaching others and use of tier 3 terminology through oracy).
- **Social Me** (Teamwork, group discussion and communication).
- **AtL** (Attitude to Learning – Behaviour & attitudes to lessons/staff, standard of PE kit).

Unit 1



Females
Style: Jazz
Theme: Musicals



Males:
Style: Hip Hop
Theme: Freedom of expression (Boy Blue)

Performance:

- Physical Skills- Control/ Co-ordination/ Mobility/ Extension/ Stamina/ Isolation/ Strength
- Technical Skills- Timing/ Actions content/ Dynamic content/ Spatial Awareness/ Relationship content
- Expressive Skills- Musicality/ Facial Expression

Choreography:

- Movement material- Actions/ Dynamics/ Space
- Relationships: Formations/ Contact
- Motif
- Unison & Canon

Appreciation:

- Knowledge and understanding of the chosen dance style
- Attributes and skills required for refining performance- Effective use of time/ Responsibility/ Feedback
- Safe Execution- Safe working practices



Year 8 (PE- Tactics & Strategies)

The focus of Dance in year 8 is to develop the fundamental skills and attributes of being a performer & choreographer. Here students will explore a Dance style, discovering the key features of these styles, responding to a chosen stimulus. Through this approach students will build knowledge on: motif and development, structure & form, choreographic devices, relationships, manipulation of number; working collaboratively as a group to stretch and challenge their creativity to add variety and interest to their work.

Pupils will be assessed across four areas per activity under the “Me in PE” model focusing on:

- **Physical Me** (Procedural knowledge – Physical capabilities; skills and application).
- **Thinking Me** (Declarative knowledge – Explaining tactics and strategies, teaching points, coaching others and use of tier 3 terminology through oracy).
- **Social Me** (Teamwork, group discussion and communication).
- **AtL** (Attitude to Learning – Behaviour & attitudes to lessons/staff, standard of PE kit).

Unit 1

Style: Contemporary
Theme: Responding to a chosen stimulus



Performance:

- Physical Skills- Control/ Strength/ Mobility/ Extension/ Stamina/ Co-ordination/ Flexibility
- Technical Skills- Timing/ Rhythmic Content
- Expressive Skills- Focus/ Facial Expression/ Musicality/ Communication of Choreographic Intent

Choreography:

- Motif & Development
- Relationships: Contact/ Mirror image
- Fragmentation
- Transitions
- Structure & Form

Appreciation:

- Knowledge and understanding of the chosen dance style
- Attributes and skills required for refining performance- Effective use of time/ Responsibility/ Feedback
- Safe Execution- Safe working practices

Unit 2

Style: Range of styles- Samba/ Hip hop/ Contact
Themes: Responding to a range of stimuli



Performance:

- Physical Skills- Balance/ Extension/ Alignment/ Strength/ Mobility/ Stamina/ Isolation/ Co-ordination
- Technical Skills- Timing/ Rhythmic Content/ Relationship content
- Expressive Skills- Focus/ Musicality/ Phrasing/ Projection/ Sense of style

Choreography:

- Motif & Development
- Relationships: Accumulation/ Contact/ Counterpoint/ Formations
- Fragmentation
- Manipulation of number

Appreciation:

- Knowledge and understanding of dance styles
- Attributes and skills required for refining performance- Effective use of time/ Responsibility/ Feedback
- Safe Execution- Safe working practices
- Leadership opportunities/ experiences
- Production aspects: Costume/Lighting/Set design



Extra-curricular- KS3

The extra-curricular Dance model allows a continuous pathway through Dance to support the development of our key three areas that are taught within the Dance unit, in the PE curriculum: Performance, Choreography and Appreciation. The extra-curricular cycle allows dancers to progress in leadership opportunities, to support the development of Dance from Primary through to Secondary School. This model aims to build a Dance community within school, developing strong role models at KS3 into KS4, strengthening communications and relationships across all age groups through the passion of Dance.

Additional Opportunities: Students maybe offered additional work with the Year 11 students through their choreography unit for GCSE Dance. Students will be selected by the Year 11 cohort, in which they will be offered additional sessions after school to work on creating a piece for their choreography unit; this is worth 30% of their overall GCSE.

Year 7- Leaders: Year 10 Dance Leaders

Autumn- Spring Term:

- **Showcase: Rising Stars (February), inclusive to all.**
- When: 1 hour sessions: timetabled every week, from September through to February.
- Location: Dance Studio.
- Aim: Work collaboratively creating a piece to put into the school production in February (Rising Stars).

Spring- Summer Term:

- **Showcase: Summer Show**
- When: 1 hour sessions: timetabled every week, from February half term through to Summer. Combined 7/8.
- Location: Dance Studio- moved to Gym during exam season.
- Aim: Work collaboratively creating a piece to put into our schools Summer Showcase.
- **KS3 Dance Workshop opportunity**

Year 8- Leaders: Year 10 Dance Leaders

Autumn- Spring Term:

- **Showcase: Rising Stars (February), inclusive to all.**
- When: 1 hour sessions: timetabled every week, from September through to February.
- Location: Dance Studio.
- Aim: Work collaboratively creating a piece to put into the school production in February (Rising Stars).

Spring- Summer Term:

- **Showcase: Summer Show**
- When: 1 hour sessions: timetabled every week, from February half term through to Summer. Combined 7/8.
- Location: Dance Studio- moved to Gym during exam season.
- Aim: Work collaboratively creating a piece to put into our schools Summer Showcase.
- **KS3 Dance Workshop opportunity**

Year 9- Leadership Opportunities

Autumn- Spring Term:

- **Showcase: Rising Stars (February), inclusive to all.**
- Leadership opportunities within the local Primary Schools.
- ALL year 9 students have this opportunity, groupings are decided in September.
- When: 1 hour sessions: timetabled every week, from October through to February.
- Location: Local Primary Schools- Schools confirmed at the beginning of the academic year.
- Aim: Work collaboratively in small groups to create a piece to deliver to Primary Schools to put into the school production in February (Rising Stars).

Spring- Summer Term:

- **GCSE Dance Taster Sessions:**
- When: 1 hour sessions working with our KS4 students
- Location: Dance Studio- moved to Gym during exam season.
- Aim: Work collaboratively with GCSE students, starting to learn phrases from the Set Phrases and Professional Works.
- Opportunities to perform individual choreographies in the Summer Showcase.

Transition to KS4 Dance Workshop opportunity



KS4 Dance- GCSE Dance

Year 10 Long term Plan:

In Year 10 students will be introduced to the GCSE Dance timetable, following different lesson structures, focusing on the three elements of the course: Performance, Choreography and Appreciation. These three elements of Dance were introduced and embedded at KS3. Students now, at GCSE level, will explore these areas in more detail to stretch and challenge their knowledge and experiences, to be well rounded competent dancers; developing the understanding that each element can lead into different pathways for Dance careers.

Components of the course students will study in Year 10:

Performance: Completion of both Set Phrases- SOLO performance (15%), Introduction to the Duet/ Trio Performance (15%).

Choreography: Introduction to the choreographic process, responding to multiple stimuli, following a range of short tasks to build understanding in preparation for the Y11 Choreography task set by the exam board (30%).

Appreciation: Introduction to Professional Work analysis, developing interpretive and evaluative skills, acknowledging all aspects that go into productions. 4-6 Professional Works are covered in Y10 (40%).

Students will have six lessons over two weeks, following two theory lessons and four lessons that combine theory and practical elements (please see example of timetabled structure). This allows students to not only demonstrate their understanding but develop confidence to articulate this too. This will prepare students for both the practical (60%) and theoretical (40%) components of the course. All official assessment will take place in Y11 following the AQA guidelines for assessment.

Autumn Term

Performance

Introduction to Set Phrase 1: Shift

- Physical Skills
- Technical Skills
- Safe execution
- Rehearsal Discipline

Choreography

Introduction to choreography through responding to multiple stimuli.

- Movement material- Actions/ Dynamics/ Space
- Motif and development
- Fragmentation

Dance Appreciation

Introduction to professional work analysis.

- 1-2 Professional Works introduced.
- Stimuli/ Choreographic intentions
 - Choreographic approach
 - Aspects of production- Costume/ Lighting

Spring Term

Performance

Introduction to Set Phrase 2: Breathe

- Physical Skills
- Technical Skills
- Expressive Skills
- Mental Skills

Choreography

Development of choreographic process through responding to multiple stimuli.

- Motif and development
- Relationships
- Choreographic devices

Dance Appreciation

Development of professional work analysis.

- 1-2 Professional Works introduced.
- Stimuli/ Choreographic intentions
 - Choreographic approach
 - Aspects of production- Costume/ Lighting/ Set design/ Accompaniment

Summer Term

Performance

Introduction to Duet/ Trio Performance.

- Physical Skills
- Technical Skills
- Expressive Skills
- Mental Skills
- Safe execution in a group

Choreography

Development of choreographic process through responding to a chosen stimulus.

- Motif and development
- Relationships
- Choreographic devices
- Accompaniment
- Structure & Form

Dance Appreciation

Development of professional work analysis.

- 1- 2 Professional Works introduced.
- Stimuli/ Choreographic intentions
 - Choreographic approach
 - Aspects of production- Costume/ Lighting/ Set design/ Accompaniment/ Dance for camera



Year 11 Long term Plan:

In Year 11 students will continue with the GCSE Dance timetable, following different lesson structures, focusing on the three elements of the course: Performance, Choreography and Appreciation. Students now, in Year 11, secure their understanding in these areas to stretch and challenge their knowledge and experiences, to be well rounded competent dancers; developing the understanding that each element can lead into different pathways for Dance careers.

Components of the course students will study in Year 11:

Performance: Completion of both Set Phrases- SOLO performance, assessment in November (15%). Completion of the Duet/ Trio Performance, assessment in April (15%).

Choreography: Introduction to the Y11 Choreography task set by the exam board, assessment in April (30%).

Appreciation: Continuation of Professional Work analysis, introducing comparative skills, developing and securing their knowledge on the different aspects that go into productions. All Professional Works are covered and revisited throughout the year. Assessment in June following the AQA date for examination (40%).

Students will have six lessons over two weeks, following two theory lessons and four lessons that combine theory and practical elements (please see example of timetabled structure). This allows students to not only demonstrate their understanding but develop confidence to articulate this too. This will prepare students for both the practical (60%) and theoretical (40%) components of the course. All official assessment will take place in Y11 following the AQA guidelines for assessment (please see school calendar for official dates of assessment).

Autumn Term

Performance

Development of Duet/ Trio Performance.

Assessment of both Set Phrases: Breathe & Shift.

- Physical Skills
- Technical Skills
- Expressive Skills
- Mental Skills
- Rehearsal Discipline

Choreography

Introduction to choreography task set by AQA responding to a chosen stimulus.

- Choreographic process
- Motif and development
- Choreographic Devices
- Accompaniment

Dance Appreciation

Development of professional work analysis.

Final Professional Work introduced.

Introduction to comparative skills.

- Stimuli/ Choreographic intentions
- Choreographic approach
- Aspects of production- Costume/ Lighting/ Set Design/ Accompaniment/ Dance for Camera

Spring Term

Performance

Development of Duet/ Trio Performance.

Practical moderation- assessment of Duet/ Trio component.

- Physical Skills
- Technical Skills
- Expressive Skills
- Mental Skills
- Safe execution

Choreography

Development of choreography task set by AQA responding to a chosen stimulus.

Practical moderation- assessment of Choreography component.

- Choreographic process
- Choreographic Devices
- Structure & Form
- Rehearsal Discipline

Dance Appreciation

Development of professional work analysis, through comparative skills.

- Stimuli/ Choreographic intentions
- Choreographic approach
- Aspects of production- Costume/ Lighting/ Set Design/ Accompaniment/ Dance for Camera

Summer Term

Performance

Revision of performance skills, preparing for theory exam.

- Section A- Factual knowledge, evidence through practical experiences.
- Section B- Evaluation of own work (6 mark questions).

Theory assessment- 1 ½ hour exam- June.

Choreography

Revision of choreographic skills, preparing for theory exam.

- Section A- Responding to stimulus, identified on exam.
- Section B- Evaluation of own work (6 mark questions).

Theory assessment- 1 ½ hour exam- June.

Dance Appreciation

Revision of appreciation skills, preparing for theory exam.

- Section C- Analysis of professional works, 4 chosen works identified on exam (12 mark questions).

Theory assessment- 1 ½ hour exam- June.



Extra-curricular- KS4

Extra-curricular Dance at KS4 is compulsory for GCSE Dance students, as it is included in the homework cycle to support the development of our key three areas: Performance, Choreography and Appreciation. Students do have the option to opt in, or out, of the performance opportunities, but are expected to attend weekly sessions, utilising the facilities in school to progress in the practical elements of the GCSE Dance course.

The extra-curricular cycle allows dancers to progress in leadership opportunities, to support the development of Dance from Primary through to Secondary School. This model aims to build a Dance community within school, developing strong role models at KS3 into KS4, strengthening communications and relationships across all age groups through the passion of dance.

In Year 11 students will be expected to create their own rehearsal schedules to prepare their choreography pieces, utilising the schools facilities and their rehearsal strategies to deliver effective rehearsals; showing clear rehearsal discipline that has been embedded since KS3.

Year 10- Leader: R Pilling (Dance Teacher)

Autumn- Spring Term:

- **Showcase: Rising Stars (February), option of performance- not compulsory.**
- When: 1 hour sessions: timetabled every week, from September through to February.
- Location: Dance Studio.
- Aim: Work collaboratively creating a piece to put into the school production in February (Rising Stars).
- **KS4 College Workshop- Taster of KS5 opportunities- Spring Term.**

Spring- Summer Term:

- **KS4- Dance production- Educational trip to see a professional dance work on stage- Spring Term.**
- **Showcase: Wally Cain Dance Festival (June), select students Y10- Summer Term.**
- When: Rehearsals will be timetabled every week up until the show..
- Location: Dance Studio.
- Aim: Work collaboratively creating a piece to put into the Sefton schools dance production in June (Wally Cain).
- **Y10- Introduction to Choreography rehearsal schedule- Summer Term. Showcase in Summer Show.**

Year 11- Leader: R Pilling (Dance Teacher)

Autumn- Spring Term:

- **Showcase: Rising Stars (February)- Option of showcasing choreography work.**
- ALL Year 11s to work on choreography component in own time, additional to lesson time- utilising other dancers from other year groups, dependent on whether chosen to do a solo or a group (duet/ trio/ quartet/ quintet- no more than 5).
- When: 1 hour sessions: timetabled every week, from September through to March. This can be completed over lunch times/ after school, freedom of choice by students.
- Choreography timetable is created at the end of September.
- Aim: Work on producing a performance for the choreography element of the GCSE Dance Course. Optional performance opportunities outside of curriculum expectations.

Spring- Summer Term:

- **Preparation for the Practical Dance Moderation- End of Spring Term.**
- **Revision Sessions- Theory based (Lunch, after school)- continuous up until the theory exam in June.**