

KS4 Dance – Statement of Intent

“Dance — and physical activity — should have the same status in schools as math, science and language. It may even help raise test scores.”

Sir Ken Robinson.

RSL Level 2 Dance

All learners take an externally assessed core unit (Live Performance), which requires them to work to a brief, applying their choreographic and performance skills. Students will work in groups and individually to fulfil the needs of the assessment set by the external exam body.

In addition, they take 1 optional unit from within their pathway that could develop their dance/acting skills and/or related contextual, historical or theoretical understanding. Learners apply a range of skills knowledge and understanding that will be of value to further studies. For example, units provide learners with basic understanding of concepts such as the nature of events, planning, repertoire, rehearsal schedules, health and safety, equipment and reviewing performances, and a solid grounding of practical/technical skills that can then be developed further in qualifications at Level 3, which may require them to take greater responsibility, lead others, evaluate and analyse concepts relating to their studies. Core units also enable learners to make connections between units, combining elements of their learning through requiring them to demonstrate understanding and skills developed in their optional units.

Through the course students will have the opportunity to work with other professional dancers, interview industry practitioners and see live performances.

Research informed practice in the Arts:

In the Arts faculty the department has used research by Dianne Minicucci (*Decolonising and diversifying the art curriculum*) and the NSEAD website (*National Society for Education in Art and Design*) to inform changes in the curriculum maps. It has allowed the lessons to incorporate more cultural capital and to broaden the focus away from traditional the canon of white, male, western artists. This has also made lessons more varied and added an extra dimension of interest to our students' work. In textiles and graphics the team have read work by Sarah Graham, Lucy Sparrow, Lekwena Mciver and Yinka Shonibare to improve aspects of planning, sequencing and subject specific knowledge. Finally, subjects have been more focused on knowledge rather than skills. This has helped student's analysis of art and design, and their understanding of context and cultural capital. This approach is advocated by authors such as Myatt in her book, *The Curriculum*.

GCSE Dance

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional, and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks. During the course students will be given the opportunities to visit live performance to support their evaluation skills.

This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography, and appreciation. Dance is a powerful and empowering form of non-verbal communication, and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional, and intellectual capacities.

Substantive Knowledge –

Over the units of delivery, students at All Saints Academy will develop an understanding, critically analyse, and apply personal skills in performance, choreography and appreciation of Dance. Students will develop skills in their technical ability and apply performance elements to set phrases and group dances. Within practical learning, students will be able to creatively apply dance vocabulary to create movements.

In theoretical lessons, students will be able to review and critique their own and peers' performances and choreography. Students will also learn about contrasting dance styles and analysis of constituent dance features in professional works.

Disciplinary Knowledge-

Performance –

Students will work on developing and refining their technical and performance skills. They will practically enhancing skills within technical movements and use of Contemporary and Jazz technique. Flexibility, strength, alignment and posture will be focused on. Whilst technical ability is a focus, students will also train their skills with timing, focus, expression and mental skills.

Choreography –

Students will learn the foundations of choreography to ultimately create their own choreography piece. Understanding and use of choreographic devices will be fundamental whilst exploring use of music, space, number of dancers and costume.

Appreciation –

Through the course students will watch and analyse live and recorded professional performances. Students will be able to understand and evaluate the dance style and genre. Additionally, students will be able to describe and analyse the lighting, staging, costume and aural setting of the piece.

SEND and scaffolding in dance:

What:

- > Choreograph – to choreograph a stylized performance
 - High – students will be able to use a range of devices and techniques within their choreography
 - Medium – students will use some devices and techniques within their choreography
 - Low – students will use core devices and techniques within their choreography
- > Perform – to perform a stylized piece of choreography
 - High – students will be able to demonstrate a systematic understanding of the piece
 - Medium – students will be able to manage the major movements of the performance
 - Low – students will be able to perform major elements of the performance
- > Appreciate – to analyse and review a performance
 - High – students will be able to apply and justify choreographic concept and style to their analysis
 - Medium – students will be able to apply choreographic concept and style to their analysis
 - Low – students will be able to state the use of choreographic concept in their analysis

How:

- > Choreograph – to choreograph a stylized performance
 - High – students will be able to use a range of devices and techniques within their choreography by referencing a range of works from a number of practitioners as their stimuli
 - Medium – students will use some devices and techniques within their choreography by referencing a range of works as their stimuli
 - Low – students will use core devices and techniques within their choreography by referencing key choreographers as their stimulus
- > Perform – to perform a stylized piece of choreography
 - High – students will be able to demonstrate a systematic understanding of the piece by performing with full conviction to the original direction
 - Medium – students will be able to manage the major movements of the performance by performing using the primary and secondary techniques of the piece
 - Low – students will be able to perform major elements of the performance by using a range of staged movements
- > Appreciate – to analyse and review a performance

- High – students will be able to apply and justify choreographic concept and style to their analysis by applying PEEL
- Medium – students will be able to apply choreographic concept and style to their analysis by using PEEL with concept charts
- Low – students will be able to state the use of choreographic concept in their analysis with an applied writing frame and sentence starters