

Dance Learning Journey

Skills

Year 11 "Becoming KS5 Ready"

- KEC writing structure.
- DILE writing structure.
- Compare and contrast writing structure.
- Mastering technique
- Mastering performance
- Analysis of production features and choreographic content in set works
- Mastering opinions and personal interpretations.

Year 10 "Developing into Independent Learners"

- KEC writing structure.
- DILE writing structure.
- Compare and contrast writing structure.
- Mastering technique
- Mastering performance
- Analysis of production features and choreographic content in set works
- Developing opinions and personal interpretations.

Year 9 "Developing Skills to Enhance Learning"

- Performance Skills Physical, Technical, Expressive, Mental
- Choreography Skills Choreographic Devices, Structuring Devices and Aural Setting
- KEC writing structure.
- DILE writing structure.
- Becoming a choreographer
 Developing technique
- Mastering performance
- Developing safe dance practice
- Becoming a thinking dancer
- Analysis of production features and choreographic content in set works
- Developing opinions and personal interpretations.

Year 8 "Taking Responsibility for Learning"

- Building on prior learning, developing full knowledge acquisition and application or Performance Skills and Choreographic skills. Y8 SOW ensure all higher-level skills can be accessed.
- Y8 Theatre visit:
- Skills gained include creating a connection with a performer, understanding the sensory experience of the physical and aural setting working cohesively with the Choreography and Performance and the atmosphere this can create, live as opposed to through screen.

Year 7 "Transition to High School"

- A selection of Performance Skills Expressive, Technical, and Physical Mental
- A selection of Choreography Skills –
- ASDR (Actions, Space, Dynamics, Relationships),
 Choreographic Devices, Structuring Devices
- Introduction to dance appreciation and feedback, including KEC structure (Scaffolded GCSE language) used to evaluate Performance and Choreography Skills
- Responding to a stimulus, creating a choreographic intention

Knowledge

Opportunity to be
Fifth IMPACT! cast in A Level
choreography.

Choreography filming Exam paper practice, revision, and exam tips

BTEC Auditions

KS5 Study

Education,

Set work analysis -Infra Lead and plan your own choreography rehearsal.

Professional Company Workshop

Begin Choreographic Process

Inspire



Filming of performance pieces Set work analysis – Artificial Things

Professional Company Workshop

Opportunity to be cast in A Level choreography.

Fourth IMPACT!

Set work analysis – A Linha Curva

Join Extra Curricular, AD1 and audition for dance companies Phase VIII & BD1

Set Phrases Shift and Breathe Set work analysis
- Shadows

Developing Contemporary Technique



INSPIRE

Set work analysis – Within her Eyes.

Sutton SGO/London Youth Games Auditions

Exploring Technical Skills through the Street style Exploring Expressive
Skills through the
Contemporary /Lyrical
style

3rd IMPACT! (Embedding Mental Skills) Introduction to Set work analysis – Emancipation of Expressionism

Knowledge, understanding and Skills for Choreography, including Choreographic Process Join Extra Curricular, AD1 and audition for dance companies Phase VIII &

Exploring Physical Skills through the Jazz style

Introduction into Safe Practice

Year 8 Dance 2nd
Trip to Sadlers IMPACT
Wells

Jazz Dance (Expressive Skills) Alvin Ailey American Dance Theatre

INSPIRE

Year 9

Year 8 Dance Workshop

Rock N Roll (Mental Skills) Contemporary Technique (Technical Skills) Join Extra Curricular, AD1 and audition for dance companies Phase VIII & BD1

Capoeira (Physical Skills)

Matthew Bourne (Professional Work)

Street Dance (Dance Style)

World (Dance Styles)

Around the

INSPIRE

Year 8

Capoeira (Physical Skills) Join Y8 Dance Enrichment

1st IMPACT

First half termly HW text Video using YouTube Cha

Context video using YouTube Channel:
Glenthorne Dance. Broadens knowledge
and deepens understanding. Repeated for
all subsequent KS3 SOW

Rooster (Professional Work)

Discovering Environments (Thematic Dance)

Year 6 | Year | 7

Assessment of prior knowledge and skills accumulated during KS1 & 2

Introduction to Dance Creating Movement (Thematic Dance) Join Extra Curricular, AD1 and audition for dance companies Phase VIII & BD1



'Subject' GH6 Learning

Skills

Year 12

"Introduction to A-Level Mindset"

Year 13

"Are you Fit for FEET?"

A-Level

- Introduction to critical analysis of work and application within academic writing
- Exploring various essay structures in response to command words and content
- Exploring how to zoom in (Knowledge, understanding and examples of works) and zoom out (Context - Social, Historical, Cultural, Background of practitioners etc.) in a seamless and appropriate manor in response to question
- Acquisition and application of knowledge: Performance/Choreographic Skills, Movement Components, Choreographic Style, Physical Setting, and Structure

BTEC

- Exploring a variety of styles/technique to underpin personal practice, reflection, and development
- Consistent training of Performance Skills with a through working variety teachers/external practitioners
- Oeveloping vocational skills in relation to higher Education and training routes

Y12 involvement in Y13 choreographies enhance skills of independence, organisation, and creativity. This follows the format of similar processes experiences in Higher Education/Company training

Additional Opportunities

- Sadlers wells theatre visit in the Autumn term directly supports knowledae understanding in both BTEC and A Level. Skills gained include gaining shared experience with other audience members, creating a connection with a performer, understanding the sensory experience of the physical and aural setting working cohesively with the Choreography and Performance and the atmosphere this can create, live as opposed to through screen.
- MPACT channels, refines, and applies use of Physical, Expressive, Technical and Mental Skills through the process building up to, and including, the final performance.
- INSPIRE hones skills of organisation, and event management. Opportunities to apply choreographic skills are encouraged to showcase work.
- MOVE IT & FRINGE events open opportunities to build connections with Dance/Musical Theatre platforms, training centres and Universities, through open workshops, live performances, and seminars

Knowledge

A Level

BTEC Unit 3 Deadline - INSPIRE THEORY EXAM | Controlled Assessment

Principal Performance Group Brighton Fringe / Kingston Arts Festival / Wandsworth Arts Fringe

Bi-annual residential Dance/Drama trip (Challenge Week)

INSPIRE auditions

Initial meeting regarding nspire direction, leadership **MOVE IT** (led by y12 &13)

PRACTICAL EXAM

Solo Quartet

EXTERNALLY ASSESSED

Commence Externally assessed Unit 3 **Group Performance**

A Level Exam Showcase (Mock)

SESSIONS (led and performed by y12 & 13) **Begin Choreography** Cast dancers/set schedule

Unit 10 Task 1 Presentation

IMPACT

Unit 10 Deadline. **Evaluation of final IMPACT**

Theory intervention covering Rambert & **Rooster content**

Whole School Production

Introduce **Choreography paper** and explore **Choreographic Process**

Unit 10 Milestone 1

Dance trip to Sadler's Wells

Begin optional area of study (Independent Contemporary Dance Scene in Britain and set work Sutra (S.L.C) analysis

Auditions for Companies Phase VIII

Practical classes revisit Solo and Quartet

Y13 Mock Assessment

Commence Unit 10

Jazz Dance Technique

Technique classes focus on increasing Physical Skills in preparation for exam content



INSPIRE

Principal Performance Group Brighton Fringe/Kingston Arts Festival/Wandsworth **Arts Fringe**

Bi-annual residential Dance/Drama trip (Challenge Week)

Assessment of Solo in the style of a named practitioner

BTEC performance showcase (Including unit 22 assessment)

Unit 22 **Presentation**

INSPIRE auditions. Initial meeting regarding inspire direction, leadership (led by y12 &13)

Commence Unit 22 Movement in Performance

Quartet 'Swooping Dragons' against A Level criteria.

MOVE IT

Begin Choreography workshops, gaining knowledge and application of **Choreographic Process**

Creation of Solo's in the style of a named practitioner

Assessment of Quartet rep in **IMPACT. Feedback and** reflection used to form **Quartet exam piece**

Units 12 and 34 Deadline. Evaluation of final IMPACT performances

IMPACT

Units 34 & 12 Milestone 1 Log

Higher **Education** taster day

Whole School Production

SESSIONS (led and performed by y12 & 13)

Casting for Y13 Choreography

Units 12 and 34 Task 1 Presentation

Exploration of Contemporary technique in preparation for

Dance trip to Sadler's Wells (ICDSIB

Learning and development of Quartet Practitioner) performance piece

Begin compulsory area of Study (Rambert) and set work (Rooster by C. **Bruce) analysis**

Commence Unit 12

Contemporary Dance **Technique**



Assessment of prior knowledge and skills accumulated during KS3 & KS4

Modern Dance Pioneers practical technique

Auditions for Companies Phase VIII Principles

Commence Unit 34 Developing Skills and Techniques for Live Performance