

Year 9 Dance

Students have the opportunity to attend Dance Club from Y7 through our curriculum enrichment programme. This is open to all KS3 students. In this club, students learn basic skills and technique across three styles of dance: contemporary, musical theatre and street dance. This can then be developed if they choose to study dance in Y9 alongside classical ballet, jazz, bollywood and other styles.

Students do not need to have danced before in order to begin the course as they will learn skills in performance, technique and choreography alongside analytical skills to evaluate professional dance works.

In the first term students will create 'dance dictionaries' to support their knowledge and understanding of subject specific language. This will be regularly tested throughout the year through written work and through their use of descriptive feedback of practical work via peer and self-assessment.

Students will work towards a performance showcase where they will demonstrate the new and improved dance skills across the styles they have studied over the year. Students will be able to invite family and friends to come and see them perform their work.

Year 9 Curriculum	Autumn Term 1 and Autumn Term 2	Spring Term 1 and Spring Term 2	Summer Term 1 and Summer Term 2
<p>The Y9 Dance curriculum is comprised of three main focus areas of study:</p> <ol style="list-style-type: none"> Exploring the Performing Arts Responding to a Brief Developing Skills and Techniques in the Performing Arts 	<p>1. Exploring the Performing Arts To develop as a performer and/or designer students will develop a broad understanding of performance work and influences. This component will help students to understand the requirements of being a performer in dance across a range of performances and performance styles.</p> <p>Students will examine live and recorded performances in order to develop their understanding of practitioners' work in dance, with reference to influences, outcomes and purpose. Students will gain a practical appreciation of practitioners' work in using existing</p>	<p>2. Responding to a Brief Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as a performer in response to a given brief and stimulus.</p> <p>Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</p>	<p>3. Developing Skills and Techniques in the Performing Arts Students will develop their performing arts skills and techniques through the reproduction dance as performers.</p> <p>Students will: Develop relevant skills and techniques for performance and apply those skills and techniques in rehearsal and performance. They will also review their own development and contribution to the performance.</p> <p>Activities will include: Participation in workshops and classes,</p>

	<p>performance material in dance and how they may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities. Dance styles will include ballet, contemporary, jazz, tap, urban, international.</p>		<p>developing performance skills, e.g. physical, vocal, musical and interpretative skills, and techniques in dance. Learners will explore the styles practically; practising and refining skills and techniques, through rehearsal and development process.</p> <p>Performing phrases or extracts of teacher/professional repertoire will be practised and repeated to help develop movement muscle memory and recall, using techniques such as blocking.</p> <p>Learners will develop teamwork skills such as cooperation and negotiation.</p>
<p>Assessment</p>	<p>Students will be assessed on their understanding of creative stylistic qualities, to include: treatment of theme/issue; production elements; form/structure/narrative response to stimulus; style/genre; contextual influences; collaboration with other practitioners; influences by other practitioners.</p> <p>Students will also be assessed internally on their technical and stylistic approaches to performance: Processes used in development, rehearsal and performance will be assessed through responding to stimulus to generate ideas for performance material;</p>	<p>For assessment, learners will be given a brief and stimulus to create performance material as either a performer or designer. In groups consisting of a minimum of three and a maximum of seven performers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice. This element of the course is externally assessed by the examination board.</p>	<p>Students will be internally assessed on the following skills through teacher observations, recordings of workshops/classes, written content and final performances:</p> <p>Performance skills needed by performers will include physical skills relevant to the performance discipline such as: actions, alignment, accuracy, balance, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness,</p>

exploring and developing ideas to develop material; discussion with performers; setting tasks for performers; sharing ideas and intentions; teaching material to performers; developing performance material; organising and running rehearsals; refining and adjusting material to make improvements; providing notes and/or feedback on improvements.

Techniques and approaches used in performance will include rehearsal; production; technical rehearsal; dress rehearsal; performance; post-performance evaluation/review.

suspension, swing, trust, use of breath, use of weight, musicality, characterisation and expression.

Other performance and interpretative skills relevant to the performance discipline such as: awareness of the performance space and audience, interaction with and response to other performers, focus, energy and commitment, handling and use of props, set, costume, makeup and masks, emphasis, projection, use of space, awareness and appreciation of sound accompaniment, for example following the accompaniment, musicality, facial expression, tuning, rhythm and timing, stage presence, energy will also be assessed.

Independent Work

Students will be set three independent research projects across the year to investigate and develop their own knowledge and understanding of professional dance works. Two of these projects will be set over four weeks and one will be a longer project which is added to over time.

Students will be expected to attend curriculum-enhancement opportunities to develop their technique and performance skills at least once a week.

Students will be expected to keep their fitness levels to a good standard so they are able to participate in physical activity.

Students will be expected to attend and prepare for rehearsals and performances outside of the normal school day.