



Wanstead High School

Education with Character

Dance Curriculum Content 2024 - 25

Key Stage 3 - Year 7, 8 & 9

Key Stage 4 - Year 10 & 11

Key Stage 5 - Year 12 & 13



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Dance Year 7

Pupils receive 2 lessons of Dance each fortnight.

The Dance curriculum aims to provide pupils with a range of experiences that will develop both their practical ability and their theoretical understanding of Dance as a Performing Arts subject. The curriculum delivers in depth exploration of a diverse range of styles, professional works, and choreographers, that has been carefully selected to broaden and deepen pupils' knowledge of rich cultural capital and prepare them for higher level analysis. Pupils are challenged in their physical and technical training, whilst content and tasks confront them with cross-curricular questioning and allow them to explore subject matter through choreography and performance. Pupils will benefit from a range of performing experiences and will develop an awareness of performance skills and requirements. All pupils are encouraged to contribute to discussions and evaluation activities to develop their deeper understanding of the subject.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Introduction to Dance	Autumn Term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Termly target setting 	Pupils will be introduced to the technical skills in dance and how they can be used to create choreography: <ul style="list-style-type: none"> • Action • Space • Dynamics • Relationships • Rehearsal skills and discipline
Working with a stimulus	Autumn Term 2	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	Pupils will understand the foundations of choreography and how it is created and the intentions behind different stimuli: <ul style="list-style-type: none"> • Stimulus • Choreographic intention • ASDR • Rehearsal skills
World Dance	Spring term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Termly target setting 	Pupils will be introduced to different dance styles from around the world and learn different stylistic features from different cultural dances. <ul style="list-style-type: none"> • Performance skills • Stylistic features • Rehearsal skills • Projection • Energy • Musicality
Performing Arts Musicals Project: The Lion King	Spring Term 2	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	Pupils will be introduced to musical theatre and understand cross-curricular skills from drama to understand how to prepare and perform as a musical theatre performer. <ul style="list-style-type: none"> • Performance skills • Skills of a musical theatre performer • ASDR • Rehearsal skills

			<ul style="list-style-type: none"> • Choreographic tools
A Linha Curva	Summer Term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Termly target setting 	Pupils will develop analytical skills and learn how to appreciate professional work and discuss the choreographic intentions and how it is shown through the constituent features such as: <ul style="list-style-type: none"> • Costume • Set • Lighting • Movement analysis • Accompaniment
Nutcracker!	Summer Term 2	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	Pupils will develop analytical skills and learn how to appreciate professional work and discuss the choreographic intentions and how it is shown through the constituent features such as: <ul style="list-style-type: none"> • Costume • Set • Lighting • Movement analysis • Accompaniment

How are pupils informally and formally assessed?	<p>Pupils are continually assessed throughout their lessons to ensure understanding and progress towards their target grade. Key assessments will be in line with the whole school assessment schedule for Key Stage 3. Each term pupils will perform their work in a formal assessment demonstrating skills taught over the term. The teacher then marks each pupil using the assessment criteria. Each full-term pupils will complete a review lesson, where they watch back their practical assessment and write a reflective paragraph.</p>
Developing Independent and Home Learning Skills	<p>Google classroom:</p> <p>Each term all lessons and classroom tasks are posted onto the google classroom including videos of the teacher taught motif alongside music used for the assessment. Pupils are set homework termly to practise and prepare for the final practical assessment using the resources on google classroom.</p>
Useful e-Learning Resources (e.g., web links)	<p>https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary</p> <p>https://www.youtube.com/watch?v=21CR01rlmv4andt=122s</p> <p>https://www.youtube.com/results?search_query=west+african+dance</p> <p>https://www.youtube.com/watch?v=vD-LFksC1Nc</p> <p>https://www.youtube.com/watch?v=YqY1e-iCRdo</p> <p>https://www.youtube.com/watch?v=-ofM_1rPB5I</p>
Equipment for lessons	<p>Dance kit (Wanstead PE Kit)</p> <p>Black pen, green pen, pencil, rubber, ruler, highlighter.</p>
Enrichment activities	<p>Year 7 and 8 Dance Company</p> <p>Key Stage 3 London Youth Games Team</p> <p>Dance competitions</p> <p>Annual dance show</p> <p>Theatre trips</p>

Careers curriculum

Studying Dance gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work.

Further career opportunities would include: Professional dancer, performer, actress, stunt worker, dance critic, dance journalist, physiotherapy, dance instructor/teacher, personal trainer, videographer, choreography, community arts worker/leader and artistic director.

Head of Department and email contact

Ms R Walker
r.walker@wansteadhigh.co.uk

Dance Year 8

Pupils receive 2 lessons of Dance each fortnight.

The Dance curriculum aims to provide pupils with a range of experiences that will develop both their practical ability and their theoretical understanding of Dance as a Performing Arts subject. The curriculum delivers in depth exploration of a diverse range of styles, professional works, and choreographers, that has been carefully selected to broaden and deepen pupils' knowledge of rich cultural capital and prepare them for higher level analysis. Pupils are challenged in their physical and technical training, whilst content and tasks confront them with cross-curricular questioning and allow them to explore subject matter through choreography and performance. Pupils will benefit from a range of performing experiences and will develop an awareness of performance skills and requirements. All pupils are encouraged to contribute to discussions and evaluation activities to develop their deeper understanding of the subject.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Motif Development	Autumn Term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Termly target setting 	Pupils will be introduced to the choreographic process as the role of choreographer. Pupils will understand what is a motif and how they can be developed to add interest to a performance. <ul style="list-style-type: none"> • ASDR • Motif development • Choreographic devices • Rehearsal skills and discipline
Working with a stimulus	Autumn Term 2	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	Pupils will be given a stimulus and create choreography in response using all knowledge about ASDR and motif/motif development. <ul style="list-style-type: none"> • Stimulus • Choreographic intention • ASDR • Motif development • Rehearsal skills
Dance Through the Eras	Spring Term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Termly target setting 	Pupils will be introduced to different dance styles from different genres (1920s, 50s, 70, 90). Pupils will understand different stylistic features and how to identify them and use them to enhance their performance. <ul style="list-style-type: none"> • Performance skills • Stylistic features • Rehearsal skills • Projection • Energy • Musicality
Performing Arts Musicals Project	Spring Term 2	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key 	Pupils will be introduced to a new musical and understand cross-curricular skills from drama and music to understand how to prepare and

		<p>terms</p> <ul style="list-style-type: none"> • Review lesson: reflective written assignment questions • Termly target setting 	<p>perform as a musical theatre performer.</p> <p>Performance skills</p> <ul style="list-style-type: none"> • Skills of a musical theatre performer • ASDR • Rehearsal skills • Choreographic tools
Emancipation of Expressionism (Hip Hop)	Summer Term 1	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Termly target setting 	<p>Pupils will develop analytical skills and learn how to appreciate professional work and discuss the choreographic intentions and how it is shown through the constituent features such as:</p> <ul style="list-style-type: none"> • Costume • Set • Lighting • Movement analysis • Accompaniment
West Side Story	Summer Term 2	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	<p>Pupils will develop analytical skills and learn how to appreciate professional work and discuss the choreographic intentions and how it is shown through the constituent features such as:</p> <ul style="list-style-type: none"> • Costume • Set • Lighting • Movement analysis • Accompaniment

How are pupils informally and formally assessed?	<p>Pupils are continually assessed throughout their lessons to ensure understanding and progress towards their target grade. Key assessments will be in line with the whole school assessment schedule for Key Stage 3. Each term pupils will perform their work in a formal assessment demonstrating skills taught over the term. The teacher then marks each pupil using the assessment criteria. Each full-term pupils will complete a review lesson, where they watch back their practical assessment and write a reflective paragraph.</p>
Developing Independent and Home Learning Skills	<p>Google classroom:</p> <p>Each term all lessons and classroom tasks are posted onto the google classroom including videos of the teacher taught motif alongside music used for the assessment. Pupils are set homework termly to practise and prepare for the final practical assessment using the resources on google classroom.</p>
Useful e-Learning Resources (e.g., web links)	<p>https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary</p> <p>https://www.youtube.com/watch?v=21CR01rlmv4andt=122s</p> <p>https://www.youtube.com/results?search_query=west+african+dance</p> <p>https://www.youtube.com/watch?v=vD-LFksC1Nc</p> <p>https://www.youtube.com/watch?v=YqY1e-iCRdo</p> <p>https://www.youtube.com/watch?v=-ofM_1rPB5I</p>
Equipment for lessons	<p>Dance kit (Wanstead PE Kit).</p> <p>Black pen, green pen, pencil, rubber, ruler, highlighter.</p>

<p>Enrichment activities</p>	<p>Year 7 and 8 Dance Company Key Stage 3 London Youth Games Team Dance competitions Annual dance show Theatre trips</p>
<p>Careers curriculum</p>	<p>Studying Dance gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work.</p> <p>Further career opportunities would include: Professional dancer, performer, actress, stunt worker, dance critic, dance journalist, physiotherapy, dance instructor/teacher, personal trainer, videographer, choreography, community arts worker/leader and artistic director.</p>
<p>Head of Department and email contact</p>	<p>Ms R Walker r.walker@wansteadhigh.co.uk</p>

Dance Year 9

Pupils receive 2 lessons of Dance each fortnight.

The Dance curriculum aims to provide pupils with a range of experiences that will develop both their practical ability and their theoretical understanding of Dance as a Performing Arts subject. The curriculum delivers in depth exploration of a diverse range of styles, professional works, and choreographers, that has been carefully selected to broaden and deepen pupils' knowledge of rich cultural capital and prepare them for higher level analysis. Pupils are challenged in their physical and technical training, whilst content and tasks confront them with cross-curricular questioning and allow them to explore subject matter through choreography and performance. Pupils will benefit from a range of performing experiences and will develop an awareness of performance skills and requirements. All pupils are encouraged to contribute to discussions and evaluation activities to develop their deeper understanding of the subject. Year 9 curriculum map is designed to introduce GCSE skills and performance that mimic the exam boards assessment to give pupils a taste of the GCSE course we offer and challenge them to be higher ability movers and thinkers.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Working with a stimulus	Autumn Term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	Pupils will be introduced to the choreographic process as the role of choreographer and create motifs in response to a number of different stimuli. Pupils are encouraged and taught how to create abstract movement to show a choreographic intention. <ul style="list-style-type: none"> • ASDR • Motif development • Choreographic devices • Rehearsal skills and discipline
Set Phrase	Autumn Term 2	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	Pupils will be introduced into the GCSE skill set (physical, technical, expressive and mental skills) and be expected to perform a 30 second solo demonstrating these skills to the best of their ability. <ul style="list-style-type: none"> • Contemporary • Hiphop • Physical skills • Technical skills • Mental skills • Expressive skills
Duet/Trio	Spring Term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	Pupils will use the movement vocabulary they have learnt from the previous assessment (set phrase) and develop the movement to create a duet and trio with the choreographic intention of manipulation and control. <ul style="list-style-type: none"> • Performance skills • Stylistic features • Rehearsal skills • Projection • Energy • Musicality

Performing Arts Musicals Project	Spring Term 2	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	<p>Pupils will be introduced to a new musical and understand cross-curricular skills from drama and music to understand how to prepare and perform as a musical theatre performer.</p> <ul style="list-style-type: none"> • Performance skills • Skills of a musical theatre performer • ASDR • Rehearsal skills • Choreographic tools
Shadows	Summer Term 1	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	<p>Pupils will develop analytical skills and learn how to appreciate professional work and discuss the choreographic intentions and how it is shown through the constituent features such as:</p> <ul style="list-style-type: none"> • Costume • Set • Lighting • Movement analysis • Accompaniment
Swansong	Summer Term 2 (Appreciation)	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	<p>Pupils will develop analytical skills and learn how to appreciate professional work and discuss the choreographic intentions and how it is shown through the constituent features such as:</p> <ul style="list-style-type: none"> • Costume • Set • Lighting • Movement analysis • Accompaniment

How are pupils informally and formally assessed?	<p>Pupils are continually assessed throughout their lessons to ensure understanding and progress towards their target grade. Key assessments will be in line with the whole school assessment schedule for KS3. Each term pupils will perform their work in a formal assessment demonstrating skills taught over the term. The teacher then marks each pupil using the assessment criteria. Each full-term pupils will complete a review lesson, where they watch back their practical assessment and write a reflective paragraph.</p>
Developing Independent and Home Learning Skills	<p>Google classroom: Each term all lessons and classroom tasks are posted onto the google classroom including videos of the teacher taught motif alongside music used for the assessment. Pupil are set homework termly to practise and prepare for the final practical assessment using the resources on google classroom.</p>
Useful e-Learning Resources (e.g., web links)	<p>https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9 https://www.youtube.com/watch?v=i2jrYXzQfIY&list=PLBhgvcteMltgdPyne3ab5T8UXGdYdANvq https://www.youtube.com/watch?v=cQkHmKxK2tA&list=PLBhgvcteMltgoZ81U_M9X0Y5ylik36YQd</p>

	<p>https://www.youtube.com/watch?v=xq9PVtS2TYo&t=15s</p> <p>https://www.youtube.com/watch?v=_2DDKCou-8s</p> <p>https://www.youtube.com/watch?v=038BdfaaVVs</p>
Equipment for lessons	<p>Dance kit (Wanstead PE Kit)</p> <p>Black pen, green pen, pencil, rubber, ruler, highlighter.</p>
Enrichment activities	<p>Year 9 Dance Company</p> <p>Key Stage 3 London Youth Games Team</p> <p>Dance competitions</p> <p>Annual dance show</p> <p>Theatre trips</p>
Careers curriculum	<p>Studying Dance gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work.</p> <p>Further career opportunities would include: Professional dancer, performer, actress, stunt worker, dance critic, dance journalist, physiotherapy, dance instructor/teacher, personal trainer, videographer, choreography, community arts worker/leader and artistic director.</p>
Head of Department and email contact	<p>Ms R Walker</p> <p>r.walker@wansteadhigh.co.uk</p>

GCSE Dance - Year 10

Pupils receive 6 lessons of Dance each fortnight - 2 hours practical and 1 hour theory per week.

The GCSE 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. The course is 60% practical and 40% theoretical and pupils' study six professional works within a dance anthology. The anthology's mix of artistic, cultural and aesthetically diverse works, has been selected by the AQA exam board to broaden pupils' knowledge and understanding of the wide range of dance choreographed and performed in the United Kingdom today.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Practical: Introduction into performance</p> <p>Theory: Section A (performance)</p>	Autumn Term 1	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will develop phrases taught by the teacher and use motif development to create duets and trios. Pupils will create a whole class choreography and be assessed in the skills below.</p> <ul style="list-style-type: none"> • Technical skills • Expressive skills • Physical skills • Mental Skills • Knowledge of ASDR • Choreographic devices • Motif development <p>Pupils in theory lessons will develop</p> <ul style="list-style-type: none"> • Identifying and defining performance skills • ASDR • Safe practice • How to be a safe dancer • Injury prevention • Nutrition and hydration • Good studio practice
<p>Practical: Choreography</p> <p>Theory: Section A (choreography)</p>	Autumn Term 2	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will develop their skills and understanding in the role of choreographer and choose a stimulus and create a 2-3 minutes choreography in response using the following tools:</p> <ul style="list-style-type: none"> • Working with a stimulus • ASDR • Accompaniment • Structuring devices • Choreographic processes • Knowledge of ASDR • Choreographic devices • Motif development <p>Pupils in theory lessons will develop knowledge in how to analyse a professional work and through</p>

			<p>interpretation answer exam style questions about the constituent features.</p> <p>Identifying and defining performance skills</p> <p>ASDR</p> <p>Choreographic intent</p> <p>Stimulus</p> <p>Hypothetical choreography</p> <p>Choreographic devices</p> <p>Motif development</p>
<p>Practical: Set Phrase</p> <p>Theory: Section C: A Linha Curva</p>	<p>Spring Term 1</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will learn the AQA set phrases Breathe and Scoop and understand how to demonstrate and identify the following skills</p> <p>Technical skills</p> <p>Expressive skills</p> <p>Physical skills</p> <p>Mental Skills</p> <p>Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features.</p> <p>Costume</p> <p>Lighting</p> <p>Accompaniment</p> <p>Set</p> <p>Movement</p> <p>Choreographic intention</p> <p>Interpretation and analysis skills</p>
<p>Practical: Set Phrase</p> <p>Theory: Section C: Shadows</p>	<p>Spring Term 2</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will learn the AQA set phrases Breathe and Scoop and understand how to demonstrate and identify the following skills</p> <ul style="list-style-type: none"> • Technical skills • Expressive skills • Physical skills • Mental Skills <p>Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features.</p> <ul style="list-style-type: none"> • Costume • Lighting • Accompaniment • Set • Movement • Choreographic intention • Interpretation and analysis skills

<p>Practical: Set Phrase</p> <p>Theory: Section C: Emancipation of Expressionism</p>	<p>Summer Term 1</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will learn the AQA set phrases Breathe and Scoop and understand how to demonstrate and identify the following skills</p> <ul style="list-style-type: none"> • Technical skills • Expressive skills • Physical skills • Mental Skills <p>Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features.</p> <ul style="list-style-type: none"> • Costume • Lighting • Accompaniment • Set • Movement • Choreographic intention • Interpretation and analysis skills
<p>Practical: Duo/Trio performance</p> <p>Theory: Section C: Within Her Eyes</p>	<p>Summer Term 2</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will develop the AQA set phrases flux and shift into a duet and trio showing the choreographic intention Allies vs. Enemies. Pupils have to demonstrate an understanding of how to perform the following skills set:</p> <ul style="list-style-type: none"> • Technical skills • Expressive skills • Physical skills • Mental Skills • Choreographic intention <p>Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features.</p> <ul style="list-style-type: none"> • Costume • Lighting • Accompaniment • Set • Movement • Choreographic intention • Interpretation and analysis skills

How are pupils informally and formally assessed?

Key Assessments Pupils are continually assessed throughout their lessons practically and theoretically to ensure understanding and progress towards their target grade. Key assessments will be in line with the whole school assessment schedule for KS4.

Component 1:

- Set phrases- Breathe and Scoop
- Performance in a Duet/Trio

	<ul style="list-style-type: none"> • Group Choreography <p>Component 2:</p> <ul style="list-style-type: none"> • Section A- Knowledge and understanding of performance and choreography skills • Section B- Evaluation of own work • Section C- Critical appreciation of 6 set works
Developing Independent and Home Learning Skills	<p>Google classroom:</p> <p>Every lesson posted onto google classroom along with revision resources.</p> <p>Pupils are set homework weekly in relation to their theory work pupils are provided booklets</p>
Useful e-Learning Resources (e.g., web links)	<p>https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary</p> <p>https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDhw8HTZpFlr-gTyV9</p> <p>https://filestore.aqa.org.uk/resources/dance/AQA-8236-BREATHE-SP1.PDF</p> <p>https://www.youtube.com/watch?v=WddzQ4TLFJM&list=PLBhgvcteMltiu293drc2dCiEjjulLFXyt</p> <p>https://filestore.aqa.org.uk/resources/dance/AQA-8236-SCOOP-SP4.PDF</p>
Equipment for lessons	<p>Dance kit (Wanstead PE Kit)</p> <p>Black pen, green pen, pencil, rubber, ruler, highlighter.</p>
Enrichment activities	<p>Key Stage 4 London Youth Games</p> <p>Dance competitions</p> <p>Annual dance show</p> <p>Theatre Trips</p>
Careers curriculum	<p>Studying Dance gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work.</p> <p>Further career opportunities would include: Professional dancer, performer, actress, stunt worker, dance critic, dance journalist, physiotherapy, dance instructor/teacher, personal trainer, videographer, choreography, community arts worker/leader and artistic director.</p>
Head of Department and email contact	<p>Ms R Walker</p> <p>r.walker@wansteadhigh.co.uk</p>

GCSE Dance - Year 11

Pupils receive 6 lessons of Dance each fortnight - 2 hours practical and 1 hour theory per week.

The GCSE 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. The course is 60% practical and 40% theoretical and pupils' study six professional works within a dance anthology. The anthology's mix of artistic, cultural and aesthetically diverse works, has been selected by the AQA exam board to broaden pupils' knowledge and understanding of the wide range of dance choreographed and performed in the United Kingdom today

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Practical: Duo /Trio</p> <p>Theory: Section C: Infra</p>	<p>Autumn Term 1</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will develop the AQA set phrases flux and shift into a duet and trio showing the choreographic intention Allies vs. Enemies. Pupils have to demonstrate an understanding of how to perform the following skills set:</p> <ul style="list-style-type: none"> • Technical skills • Expressive skills • Physical skills • Mental Skills • Choreographic intention <p>Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features.</p> <ul style="list-style-type: none"> • Costume • Lighting • Accompaniment • Set • Movement • Choreographic intention • Interpretation and analysis skills
<p>Practical: Choreography</p> <p>Theory: Section C: Artificial Things</p>	<p>Autumn Term 2</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will be expected to complete the last 30% of the GCSE which is choreography. Pupils will choose a stimulus from AQA and create a choreography in response, showing creative, innovative ideas and showing research about their stimulus through movement choices.</p> <ul style="list-style-type: none"> • Accompaniment • Stimulus • Choreographic intention • Action, Space and Dynamics • Structuring devices • Choreographic processes <p>Pupils in theory lessons will develop knowledge in how to analyse a</p>

			<p>professional work and through interpretation answer exam style questions about the constituent features.</p> <ul style="list-style-type: none"> • Costume • Lighting • Accompaniment • Set • Movement • Choreographic intention • Interpretation and analysis skills
<p>Practical: Choreography</p> <p>Theory: Section B</p>	<p>Spring Term 1</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will be expected to complete the last 30% of the GCSE which is choreography. Pupils will choose a stimulus from AQA and create a choreography in response, showing creative, innovative ideas and showing research about their stimulus through movement choices.</p> <ul style="list-style-type: none"> • Accompaniment • Stimulus • Choreographic intention • Action, Space and Dynamics • Structuring devices • Choreographic processes <p>Pupils in theory lessons will develop knowledge in how to analyse a professional work and through interpretation answer exam style questions about the constituent features.</p> <ul style="list-style-type: none"> • Critical evaluation of own work • Choreographic elements • Performance skills • Safe practice • Rehearsal and feedback
<p>Practical: Choreography</p> <p>Theory: Section B review</p>	<p>Spring Term 2</p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will be expected to complete the last 30% of the GCSE which is choreography. Pupils will choose a stimulus from AQA and create a choreography in response, showing creative, innovative ideas and showing research about their stimulus through movement choices.</p> <ul style="list-style-type: none"> • Accompaniment • Stimulus • Choreographic intention • Action, Space and Dynamics • Structuring devices • Choreographic processes <p>Pupils in theory lessons will develop knowledge in how to analyse a professional work and through</p>

			<p>interpretation answer exam style questions about the constituent features.</p> <ul style="list-style-type: none"> • Critical evaluation of own work • Choreographic elements • Performance skills • Safe practice • Rehearsal and feedback
Theory: Section A, B and C Revision	Summer Term 1	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Written task • Mock exam questions • Redrafting • Weekly homework assignments <p>GCSE Revision Guide.docx</p>	<p>Pupils in practical lessons will develop knowledge in the whole course content revving all Component 2 elements and sections in preparation for the written paper exam.</p>

How are pupils informally and formally assessed?	<p>Key Assessments:</p> <p>Pupils are continually assessed throughout their lessons practically and theoretically to ensure understanding and progress towards their target grade.</p> <p>Key assessments will be in line with the whole school assessment schedule for Key Stage 4.</p> <p>Component 1:</p> <ul style="list-style-type: none"> • Set phrases- Breathe and Scoop • Performance in a Duet/Trio • Group Choreography <p>Component 2:</p> <ul style="list-style-type: none"> • Section A- Knowledge and understanding of performance and choreography skills • Section B- Evaluation of own work • Section C- Critical appreciation of 6 set works
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Developing Independent and Home Learning Skills	<p>Google classroom:</p> <p>Every lesson posted onto google classroom along with revision resources.</p> <p>Pupils are set homework weekly in relation to their theory work pupils are provided booklets</p>
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Useful e-Learning Resources (e.g., web links)	<p>https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary</p> <p>https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9</p> <p>https://filestore.aqa.org.uk/resources/dance/AQA-8236-BREATHE-SP1.PDF</p> <p>https://www.youtube.com/watch?v=WddzQ4TLFJM&list=PLBhgvcteMltiu293drc2dCiEjjulLFXyt</p> <p>https://filestore.aqa.org.uk/resources/dance/AQA-8236-SCOOP-SP4.PDF</p>
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Equipment for lessons	<p>Dance kit (Wanstead PE Kit)</p> <p>Black pen, green pen, pencil, rubber, ruler, highlighter.</p>
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Enrichment activities	<p>Key Stage 4 London Youth Games</p> <p>Dance competitions</p> <p>Annual dance show</p>
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Theatre Trips

Careers curriculum

Studying Dance gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work.

Further career opportunities would include: Professional dancer, performer, actress, stunt worker, dance critic, dance journalist, physiotherapy, dance instructor/teacher, personal trainer, videographer, choreography, community arts worker/leader and artistic director.

Head of Department and email contact

Ms R Walker
r.walker@wansteadhigh.co.uk

A Level Dance - Year 12 and 13

SUBJECT: Dance	HEAD OF DEPARTMENT: Ms R. Walker	
QUALIFICATION: A Level	LENGTH: 2 years	EXAM BOARD: AQA

ENTRY REQUIREMENTS:

Grade 5 in Dance if studied or evidence of a commitment to Dance.

Pupils must be able to demonstrate organisational skills, they will need to use their own time to rehearse with their group outside lesson, this can be either in free time during the school day or lunchtime and after school. Pupils need to demonstrate a mature attitude to working as part of a team.

Year 12

Pupils will be required to learn and perform a solo linked to a specified practitioner.

Pupils will develop their knowledge and understanding of the compulsory area of study Rambert Dance Company (1966-2002).

Pupils will develop their knowledge and understanding of the chosen area of study American Jazz Dance (1940-1975).

Year 13

Pupils will be required to learn and perform in a quartet.

Pupils will be required to create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes in response to an externally set task based on a stimulus.

Pupils will critically analyse the set work 'Rooster' by Christopher Bruce in relation to the compulsory area of study Rambert Dance Company (1966-2002).

Pupils will critically analyse the set work 'Singin' in the Rain' Gene Kelly and Stanley Donen in relation to the chosen area of study American Jazz Dance (1940-1975).

Year 12

Pupils will be expected to demonstrate skills in all the following:

The ability to perform as a soloist in the style of a dance practitioner of their choice from the AQA A Level Dance specification. Pupils will be assessed on their physical skills, spatial accuracy, use of dynamics, demonstration of timing/musicality and demonstration of focus, projection and expression.

The ability to critically engage with two areas of study: Rambert Dance Company (1966-2002) and American Jazz Dance (1940-1975). Pupils will need to demonstrate their knowledge about the stylistic features of the contemporary dance and jazz genres, the choreographic approaches (the particular technique, movement style and choreographic style) of a minimum of two named practitioners. The influences affecting the development of the named practitioner's technique and style and at least two works from the two selected named practitioners.

Year 13

In year 13 pupils will need to critically engage with two professional works. Rooster (1991) and Singin' in the Rain (1952). They must develop and demonstrate an in-depth knowledge and understanding of dance through time and location relating to features of genre, including: style, technique, influences, key practitioners, professional repertoire, communication of dance ideas. Pupils must also demonstrate their dance ability as performer, they will need to learn and perform in a quartet. Their quartet must have a clear dance idea and will be created collaboratively with their teacher and peers. Pupils will be assessed on their demonstration of physical skills, spatial awareness, timing/musicality, focus, projection and expression. Finally, pupils will need to demonstrate their choreographic ability by creating an original group piece of choreography with three to five dancers. The dance must show a clear relationship to one of the stimuli given by AQA. Pupils will be assessed on their selection of movement, manipulation of movement, structure of movement, use of aural setting and their use of dancers.

CAREER OPPORTUNITIES:

This course provides a strong foundation to courses in Dance and Performing Arts including a degree in Dance or other Higher Education courses in Dance, as well as professional training. In addition, the skills acquired such as teamwork, problem-solving, management and motivation of others are transferable to almost any career and further studies. Career opportunities include dancing professionally, dance therapy, fitness instructor, dancer teacher, charity work, youth work, choreographer, physiotherapy and theatre critic.