|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Dance** | | | | | | | | | |
| **Key Stage 4:**  **EdExcel** | | | | | **Key Stage 5:**  **N/A** | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
|  |  | | 2 lessons per week (as part of PE) | 3 lessons per week | | 3 lessons per week |  | |  |
|  | | | | | | | | | |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **L. Dryden** | | Curriculum Leader | | |  | | |  | |

**Intent: what are we trying to achieve with our curriculum?**

The performing arts department aims to deliver a creative, academic and robust curriculum (including extra-curricular activities) that develops subject-specific life skills and also activates the curious nature or our students. The modules are challenging and strategically scaffolded to build upon prior learning and skill development.

**Implementation: how do we deliver our curriculum?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 9** | Contemporary Dance & intro to basic technique & choreography. | Afro-Beats & African Dance  A look at how cultural dance has impacted dance today. | Jazz Dance. Focus on Bob Fosse, learning an extract and technique in this style. | Street Dance.  Various types of street dance and it’s influences. | Choreography. A more in depth look at choreography in a chosen style. | Performance. Creation of a performance piece in a chosen style, work towards Summer Show. |
| **Year 10** | **Introduction to BTEC Dance:**  Demonstrate knowledge of contemporary and street dance, through engaging in a variety of dance phrases. | **Component 1:** Exploring the Performing Arts  Professional Work 1: ‘Dust’ by Akram Khan | **Component 1:** Exploring the Performing Arts  Professional Work 2: ‘Swan Song’ by Christopher Bruce | **Component 1:** Exploring the Performing Arts  Professional Work 3: ‘Emancipation of Expressionism’ by Kenrick Sandy and Michael Asante | **Component 1:**  Comparisons of the 3 study works. Completion of written coursework (Research Journal) | **Performance & Choreography:** Group work in a chosen style to further develop technique and learn a dance piece to perform in Summer Show. |
| **Year 11** | **Component 2:**  Developing Skills & Techniques in the Performing Arts. | **Component 2:**  (Cont. from Module 1) Students will be learning an extract of professional repertoire and creating a diary to record their progress and SMART targets. | **Component 3:**  Responding to a Brief.  Students receive a brief from the exam board and then work in groups to respond practically to this brief in creating a final performance piece. | **Component 3:**  Continue to work on devising final piece. Preparation for 3 written exams. | **Component 3:**  Practical & written exams of final piece. |  |

**Impact: what difference is our curriculum making to pupils?**

Students, through engaging in dance, will develop their skills aesthetically as well as practically due to the varied programme that they have the opportunity to engage in. This starts as part of the PE curriculum in KS3 and then extends into the more in-depth study of dance though the BTEC Performing Arts (Dance) qualification. An emphasis is placed upon developing a strong dance technique, in a range of styles that will lead to skills in performance, that are realised through performing in a classroom and public setting.

The dance programme in Bacon’s is further enhanced through the participation in the Step into Dance programme, which gives access to professional dancers to support one lesson of year 10 BTEC performance work and an after-school street dance club. A clear link to professional dance, through the study of repertory, dance workshops and theatre visits, ensures that the curriculum is engaging, relevant and culturally diverse. Students can enjoy the creativity and discipline of growing practical skills in this area as well as developing socially and emotionally through the strong use of group work. It is hoped that this will give them a lifelong love of dance and appreciation of creativity and its importance.

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**