

# 5-year curriculum overview

## Dance



Heworth Grange School  
Enriching Lives, Inspiring Ambitions



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Consilium Academies

### Year 7

LOAD- Life of a Dancer	LOAD- Life of a Dancer	DTTD- Dancing through the decades	DTTD	Indian Culture	Indian Culture
Students will explore various elements within Dance and understand the importance of nutrition, safe practice and precautions needed for a dancer. Students will identify safe practice within the performance space and personal safety as a performer. They will work with peers to identify and evaluate safety measures and hazardous aspects of performance. They will participate in a range of tasks to increase their knowledge of health and the importance of exercise. This will increase their physical ability for performance whilst enhance their knowledge of following safety rules needed in a dance performance. Students will evaluate their progress and assess their progress over the term	Students will explore various elements within Dance and understand the importance of nutrition, safe practice and precautions needed for a dancer. Students will identify safe practice within the performance space and personal safety as a performer. They will work with peers to identify and evaluate safety measures and hazardous aspects of performance. They will participate in a range of tasks to increase their knowledge of health and the importance of exercise. This will increase their physical ability for performance whilst enhance their knowledge of following safety rules needed in a dance performance. Students will evaluate their progress and assess their progress over the term	Students will explore the evolution of social dance throughout the 1950's to 1980's. They will explore a range of specific dance styles and evaluate how movement developed through time, alongside social development, i.e music, fashion and social events. Students will participate in practical workshops exploring specific dance movement and work in groups to create phrases of choreography using choreographic devices. Students will perform choreography based on their chosen dance styles.	Students will explore the evolution of social dance throughout the 1950's to 1980's. They will explore a range of specific dance styles and evaluate how movement developed through time, alongside social development, i.e music, fashion and social events. Students will participate in practical workshops exploring specific dance movement and work in groups to create phrases of choreography using choreographic devices. Students will perform choreography based on their chosen dance styles.	Students will explore a range of topics such as; - all about India (cultural back ground) - Diwali and celebration - Bollywood - Bhangra Dance introduction to Bhangra and traditional Dance - Bhangra Dance movement and choreography. - lights camera Bollywood (teacher assessment)- student performance - Skill and knowledge review of P.E.T Student's will assess individual strengths and improvements and group assessment	Students will explore a range of topics such as; - all about India - Diwali and celebration - Bollywood - Bhangra Dance introduction to Bhangra and traditional Dance - Bhangra Dance movement and choreography. - lights camera Bollywood (teacher assessment)- student performance - Skill and knowledge review. student assessment

### Year 8

Brazilian Culture	Brazilian culture	Commercial Dance	Commercial Dance	Hairspray	Hairspray
Students will be introduced to Brazilian Culture and explore capoeira and samba as a specific dance styles within the topic. They will explore themes within culture, with empathizes on the celebration of life and carnival. They will identify specific movement style within capoeira and samba and develop their Dance language through various written task and class discussions. Students will analyse various components within Brazilian culture including art and design, music, dance genre and lifestyle. Students will reflect on the skills they have developed throughout the topic	Students will be introduced to Brazilian Culture and explore capoeira and samba as a specific dance style within the topic. They will explore themes within culture, with empathizes on the celebration of life and carnival. They will identify specific movement style within capoeira and samba and develop their Dance language through various written task and class discussions. Students will analyse various components within Brazilian culture including art and design, music, dance genre and lifestyle. Students will reflect on the skills they have developed throughout the topic	Students will be introduced to Commercial Dance and key components of Dance through a range of explorative group tasks, developing their SMSC skills. They will focus on the dance style commercial, identifying specific movement style and develop their Dance language. They will gain new knowledge of the evolution of dance over the decades and its progression into mainstream television today. This will be evident in their work booklet through varied written tasks, showing their creative ideas and understanding of the specific dance genre. Students will reflect on the skills they have developed within the specific style evaluate their progress	Students will be introduced to Commercial Dance and key components of Dance through a range of explorative group tasks, developing their SMSC skills. They will focus on the dance style commercial, identifying specific movement style and develop their Dance language. They will gain new knowledge of the evolution of dance over the decades and its progression into mainstream television today. This will be evident in their work booklet through varied written tasks, showing their creative ideas and understanding of the specific dance genre. Students will reflect on the skills they have developed within the specific style evaluate their progress	Students will be able to identify why this musical is controversial and challenges society stereotypes. Students will have the opportunity to fully explore several themes and topics pulled from certain scenes within the musical. <b>Themes explored:</b> - Identity - stereotypes - Society - Discrimination Students will explore the above themes through practical and written tasks and will analyse specific scenes that highlight key themes. Students will create choreography as an ensemble using specific cultural movement from the 60's and use a range of choreographic devices to enhance their P.E.T skills as a choreographer and performer.	Students will be able to identify why this musical is controversial and challenges society stereotypes. Students will have the opportunity to fully explore several themes and topics pulled from certain scenes within the musical. <b>Themes explored:</b> - Identity - stereotypes - Society - Discrimination Students will explore the above themes through practical and written tasks and will analyse specific scenes that highlight key themes. Students will create choreography as an ensemble using specific cultural movement from the 60's and use a range of choreographic devices to enhance their P.E.T skills as a choreographer and performer.

## Year 9

Hip hop culture	Hip hop	Conflict choreography	Conflict choreography	ETAJ	ETAJ
Students will have gained new knowledge of hip hop culture and the evolution of the dance style from the 1970's until present, exploring the themes of prejudice, segregation and community. They will gain expressive skills enhancing facial expression and focus to emphasise the style of hip hop and new knowledge of how contrasting dynamics enhance physical ability and musicality. They will explore all 4 elements of hip hop culture, rap, dj, break dancing and graffiti. This will be evident in varied tasks both practically and in their workbooks.	Students will have gained new knowledge of hip hop culture and the evolution of the dance style from the 1970's until present, exploring the themes of prejudice, segregation and community. They will gain expressive skills enhancing facial expression and focus to emphasise the style of hip hop and new knowledge of how contrasting dynamics enhance physical ability and musicality. They will explore all 4 elements of hip hop culture, rap, dj, break dancing and graffiti. This will be evident in varied tasks both practically and in their workbooks.	Students will be introduced to stage combat and learn the theme conflict through expressive and performance skills. They will gain knowledge of safety and specific stage combat movement and apply this to a conflict scene, incorporating dialogue and choreography to emphasis the theme of conflict. Through a range of explorative group tasks students will develop their SMSC skills such as communication, respect, resilience and team work. They will focus on the theme conflict and explore different elements of the arts including drama. They will identify specific movement style within the theme of conflict developing their knowledge of Actions and Dynamics, spatial awareness, action and reaction and transfer of weight. They will gain new expressive skills, using facial expression, focus and projection towards the audience	Students will be introduced to stage combat and learn the theme conflict through expressive and performance skills. They will gain knowledge of safety and specific stage combat movement and apply this to a conflict scene, incorporating dialogue and choreography to emphasis the theme of conflict. Through a range of explorative group tasks students will develop their SMSC skills such as communication, respect, resilience and team work. They will focus on the theme conflict and explore different elements of the arts including drama. They will identify specific movement style within the theme of conflict developing their knowledge of Actions and Dynamics, spatial awareness, action and reaction and transfer of weight. They will gain new expressive skills, using facial expression, focus and projection towards the audience	Students will be able to identify why this musical is controversial and challenges gender stereotypes. Students will have the opportunity to fully explore several themes and topics pulled from certain scenes within the musical. <b>Themes explored:</b> <ul style="list-style-type: none"> <li>- Identity</li> <li>- Gender stereotypes</li> <li>- Ambition</li> <li>- Bullying</li> <li>- Family conflict</li> <li>- Friendships</li> <li>- Society</li> </ul> Students will explore the above themes through practical and written tasks. Students will be able to; explore a range of choreographic devices to structure and create phrases based on voguing, contemporary, commercial dance and will perform using set and props as part of a performance.	Students will be able to identify why this musical is controversial and challenges gender stereotypes. Students will have the opportunity to fully explore several themes and topics pulled from certain scenes within the musical. <b>Themes explored:</b> <ul style="list-style-type: none"> <li>- Identity</li> <li>- Gender stereotypes</li> <li>- Ambition</li> <li>- Bullying</li> <li>- Family conflict</li> <li>- Friendships</li> <li>- Society</li> </ul> Students will explore the above themes through practical and written tasks. Students will be able to; explore a range of choreographic devices to structure and create phrases based on voguing, contemporary, commercial dance and will perform using set and props as part of a performance.

## Year 10

Component 1	Component 1	Comp 2: skills	Comp 2 Skills	Comp 2 skills	Comp 3- exam prep
<u>Task 1</u> Students will cover the stylistic qualities <b>of ETAJ in relation to the Theme RELATIONSHIPS.</b> <ul style="list-style-type: none"> <li>• features, creative intentions and purpose of the work in relation to the theme: relationships</li> <li>• influence of other professional performing arts work and/or styles</li> <li>• skills required to create professional performing arts work</li> <li>• roles and responsibilities required to create professional performing arts work</li> </ul> Students will explore Practical workshops based on kate prince, the choreographer and how she generates musical theatre choreography. They will complete the review as either a Power point/ vlog/blog or podcast.	<u>Task 2</u> Students will explore process in how ETAJ the musical was created. They will actively explore the choreographer, director, costume/lighting designers and their techniques, processes and approaches used in the creation of the professional work  They will cover the following: <ul style="list-style-type: none"> <li>• how ideas are generated and developed</li> <li>• how rehearsal/design processes are used</li> <li>• the approaches used to create and realise the professional performing arts work.</li> </ul> This will be reviewed and written as a report.	Theme released- January 2024  Students will develop P.E.T skills as a performer in a 'professional dance company. As a performer, students will learn, rehearse and perform a piece of professional performing arts work as part of an ensemble. Students will continuously reflect on their progress and complete milestone logs highlighting, strengths, areas of improvement and set specific targets relating to the chosen piece of repertoire.  LAA- rehearsal/milestones (video evidence recorded with written milestones)	Theme released January 2024  Students will develop P.E.T skills as a performer in a 'professional dance company. As a performer, students will learn, rehearse and perform a piece of professional performing arts work as part of an ensemble. Students will continuously reflect on their progress and complete milestone logs highlighting, strengths, areas of improvement and set specific targets relating to the chosen piece of repertoire.  LAA- rehearsal/milestones (video evidence recorded with written milestones)	Theme released January 2024  Students will performance to a live audience the professional piece of repertoire they have been devising. They will then review their progress assessing their skills and set targets for improvement.  LAB- Exam performance week commencing Monday 15 <sup>th</sup> April. TBC  LAC- Review (written report on performance referencing the theme and P.E.T skills).	Students will Explore a range of stimulus ideas, such as images, texts, news articles and objects. They will participate in workshops exploring different choreographic approaches to creating movement. Students will study various choreographers from different dance style backgrounds ranging from commercial, hip hop, jazz, musical theatre and contemporary and learn how to generate and develop motif material, based on a specific practitioner.

## Year 11

Comp 3 mock	Comp 3 mock	Comp 3 external exam	Comp 3 external exam	Comp 3 external exam	Gain time
<p>students will explore range of choreographers and their choreographic approach and process for generating material that links to the brief-</p> <p><b>Thoughts and actions</b> Students will explore minimum 3 dance styles including PDT, musical theatre and Commercial dance. They will acquire P.E.T skills linked to the specific genre. Students will complete theory lessons, noting down ideas, skills and development in rehearsals. Students will complete 4 controlled assessments in exam conditions throughout this component.</p> <p><u>Task 1- ideas log</u> WC 2/10/2023</p> <p><u>Task 2- skills log</u> WC- 13/11/2023</p>	<p>Rehearsal logs will be completed. Students will generate movement through a range of workshops relating to specific practitioners that link to the set brief. They will refine, tweak and adapt movement using a range of choreographic devices in R.A.D.S. Students will reflect on their practice and review their P.E.T skills.</p> <p><u>Task 3 -Perform to a live audience</u> completed WC: 20/11/23</p> <p><u>Task 4 controlled- review</u> WC: 5/12/23 -evaluate how they demonstrated P.E.T skills in performance</p>	<p>Comp 3 external exam-brief <b>released January 2024.</b> Depending on the brief set by Pearson students will explore range of choreographers and their choreographic approach and process for generating material that links to the brief. Students will explore minimum 3 dance styles and acquire skills linked to the specific genre and practitioner they study.</p> <p>Students will complete theory lesson, noting down ideas, skills, development in rehearsal and evaluate how they demonstrated these in performance in 3 controlled assessments.</p> <p><u>Task 1- ideas log date TBC</u></p>	<p>Comp 3 external exam-brief <b>released January 2024.</b> students will explore range of choreographers and their choreographic approach and process for generating material that links to the brief. Students will explore minimum 3 dance styles and acquire skills linked to the specific genre and practitioner they study.</p> <p>Students will complete theory lesson, noting down ideas, skills, development in rehearsal and evaluate how they demonstrated these in performance in 3 controlled assessments.</p> <p><u>Task 2- skills log TBC</u></p>	<p><u>Task 3 performance</u> Tuesday 16<sup>th</sup> and Wednesday 17<sup>th</sup> April</p> <p><u>Task 4 – evaluation</u> Students will make notes and evaluate how their performance went, looking at specifics themes they conveyed to the audience. They will address any errors and They will assess how effective their P.E.T skills were. They will set targets to improve, if they were to perform again in the future.</p> <p><u>Controlled assessment for task 4 TBC</u></p>	