

Quality of Education – Dance Department: (to be read in conjunction with the Curriculum Map)



Implementation

Lessons are delivered in mixed ability and mixed gender groups on rotation with Drama and Music. Performance, composition, appreciation are at the heart of every lesson structure and scheme of work.

Yr7 explores key aspects of action, space and dynamics (Fireworks), using text and imagery as stimulus, narrative storytelling through movement (Martin Luther King) and development of abstract ideas and motif development (City Life).

Yr8 explores social dance through Lindy Hop introducing greater risk and culture through Bollywood – food links, fun home learning tasks and developing more complex skills

Yr9 prepares for options by moving closer to GCSE level work. At the start of the year social culture is explored through ‘Hip Hop’ exploring the deprivation of the Bronx during the 1970s and how the impact of gangs and drugs was challenged through creativity in dance, music and graffiti art. Those that continue their dance study later in the year focus on ‘contact work’ and ‘developing artistry’. This is designed to help build strength, cooperation, sensitivity to others and greater anatomical understanding.

KS4 lessons continue to be largely practical in nature and are designed to lead students through performance and choreographic tasks to develop and build their academic understanding of dance.

Yr10 students develop their Performance, Composition and ‘Appreciation’ skills.

Yr11 students prepare and perform their exam work to demonstrate those skills.

Intention for lessons - that students:

- ☺ Get an offer of a high standard of dance provision for all abilities
- ☺ Challenge stereotypes and negative prejudice and to celebrate self
- ☺ Build physical confidence, strength, coordination and control
- ☺ Experience a learning environment within which all students can collaborate to develop their critical problem-solving skills through a unique set of tasks in a non-traditional working environment
- ☺ Discover, embrace and develop their inherent abilities through a practical, technical and creative approach
- ☺ Embrace creativity as a reachable idea – that it is a process which can be learned, not just a ‘mystical’ ability that you either have or do not have
- ☺ Experience a culture of acceptance of the individual to celebrate their unique talent and offer
- ☺ A safe space for our students to express themselves, through the nexus of mind, body and music
- ☺ The KS3 curriculum is designed to give a tour of dance skills, style and culture and offers multiple opportunities for cross-curricular links

Impact on students:

- ☺ Become less passive and better understand their role in learning – see themselves as more active learners
- ☺ Experience improved self-esteem by overcoming physical limitations and challenging their self-expectations
- ☺ Establish strong relationships with teaching staff and their peers through close collaborative work
- ☺ Develop greater collaborative problem-solving strategies
- ☺ Greater ability to interpret and understand abstract ideas and issues
- ☺ A view of the world developed through creative and physical exploration
- ☺ Students, through the challenges presented in lessons, become more physically and mentally resilient
- ☺ Expert teaching leads to good progression to FE college and university as well as specialist ‘conservatoire’ training to enter the professional world of Dance