



Dance Department Curriculum Intent: Dance

What are the aims of our curriculum at Campsmount? How does it incorporate the educational principles evident in the whole school intent?

The Performing Arts department consists of Music, Dance and Drama, within the wider faculty of Performance. The aim of our dance curriculum is to enable learners to build confidence, develop self-esteem, and work collaboratively with other performance subjects to create performances and to develop higher thinking skills through a practical approach. Learners at Campsmount are given the opportunities to thrive within dance and develop their skills through these subjects within PE lessons across key stage 3 with an option to attend afterschool club twice a week, continuing onto key stage 4 through the options process, and into further study at KS5. Engaging learners in dance is at the forefront of curriculum design, alongside catering to all student's needs, no matter where their starting point.

How do we ensure our curriculum meets and exceeds the requirements of the National Curriculum?

As part of the PE national curriculum at KS3 we offer dance as a subject block, looking at developing performances using advanced dance techniques within a range of dance styles and forms and analysing their performances to demonstrate improvement. We also offer the opportunities for students to take part in dance workshops and taster sessions within year 9 for those looking to select this is a subject option in KS4. Alongside our inclusive curriculum we offer an extensive extra-curricular programme within dance offering two dance afterschool clubs a week in dance and cheerleading to all years. We also offer opportunities to compete at regional and national competitions and to perform in school shows and local performances across the year.

What specifications do we follow at KS4 and 5 and why?

Within dance we deliver a vocational course which best meet the needs and interests of our cohorts. We deliver courses that are tailored to our learners making for an inclusive and very practical qualification at both KS4 and KS5. These include the Level 2 BTEC Technical Award in Dance and RSL Creative and Level 3 RSL Creative and Performing Arts in Dance and Musical Theatre at KS5.

How do we ensure that we meet the needs of all learners and in particular those who are Pupil Premium or SEND?

Due to the practical nature of our subject we don't usually need make many amendments to our delivery of the course as we meet the individual needs of all students in the class with the appropriate selection of performance material and practitioner study. In dance we also use seating plans using MINT classroom. For theory lessons students are provided with more support and guidance with the use of sentence starter sheets and glossary and definitions sheets.

Why do we teach the topics/schemes in the order we teach them?

The dance curriculum is set out as building blocks and begins with the basics of building confidence, knowledge and skills over the course of the curriculum. The curriculum aids the progress of a performer, from learning the basics of their craft to develop their performing skills over the course of the curriculum. Dance is key in contributing to learner's development of memory and metacognition through the development of skills and muscle memory as a practical subject. All lessons are tailored to the learner's interests which promotes excellent progress and focus.

How do we develop our subject knowledge effectively? What impact does this have on curriculum planning?

As Dance is a standalone subject with one teacher, I develop subject knowledge through CPD attending courses for each qualification and certain components. Contact with other colleagues from other schools and social media teaching forums. Looking at current trends and use of popular pieces/practitioners to engage and inspire learners.

Statement of assessment intent:

Dance follows the school assessment policy, KS4 & KS5 as required within the assessment plan for the qualification. Whilst marking, the school policy is followed when assessing written work and within verbal feedback. Staff are informed through rigorous assessment and tracking as to plan and intervene when necessary.