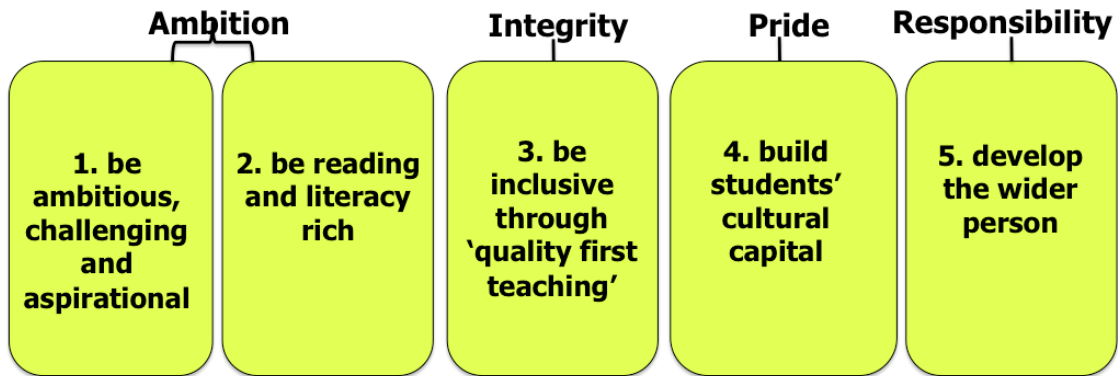








Dance Department Curriculum Intent

Camps Mount Academy's curriculum aims to:



<p>Performers</p> 	<p>Through dance curriculum and after school club students are given the tools and techniques within a variety of dance styles. They are given opportunities to perform within lesson time as part of assessment within school events and throughout the local community.</p>
<p>Creative thinkers</p> 	<p>Students are nurtured to create ideas for themselves as part of a team or as an individual. We aim to develop students creative and choreography skills through workshops and practical exploration, looking at different methods of inspiration. Getting students to push boundaries and freely express themselves through dance.</p>
<p>Self-Confidence</p> 	<p>Through dance students can gain the knowledge and confidence within their technical and performance abilities. Within curriculum time we aim for students to review their progress and self-assess throughout the course enabling them to see their growth. Opportunities within extra-curricular club and building close friendships as a team allows students to flourish and build their confidence in dance and within themselves.</p>
<p>Fulfilment</p> 	<p>All students can access a of variety dance and cheerleading clubs as part of our extra curriculum programme. Here they have opportunities to take part in annual shows and competitions, make friends, be part of a team and be part of a club which creates a positive and happy environment.</p>

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. Dance is delivered at level 2 where we study the BTEC Tech Award dance pathway, students will look at how to develop skills and techniques for a live performance, how to explore the performing arts and practitioners work and how to respond to a brief. The aim of our dance curriculum is to enable learners to develop skills and techniques in a variety of genres, improve skills within performance, analysis, review and choreography. The subject will also help students 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. Students at level 3 study CAPA performing arts diploma where we deliver a wide variety of units allowing learners to explore many skills and techniques such as choreography, leading dance, dance technique and performance and planning for a career in the performing arts these units will develop student's skills and knowledge for further education and pathways into potential careers. Engaging learners in dance is at the forefront of curriculum design, 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 program within dance offering two dance afterschool clubs a week in dance and cheerleading to all years. We also offer opportunities to compete in 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 meets 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 Level 3 RSL Creative and Performing Arts in Dance and Musical Theatre at KS5. The Level 2 BTEC specification allows students the opportunity to explore and develop techniques within practical performance looking at a professional repertoire. By selecting new practitioner work each year we can tailor this towards our learner's abilities and strengths. The course also allows students to understand the performance process and the final unit allows students to develop their own choreography and interpretive skills. The RSL course is selected at level 3 as it allows the flexibility of

selecting units that cater directly to the student strengths which allows students to take part in a wide variety of genres and to explore different possibilities of potential careers within dance.

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 and the selection of new professional repertoires and practitioner study each year this allows us to tailor the components and units to all student needs and abilities. Memory and metacognition is something which is used in every lesson within dance whether this is within practical session or weekly journals. Retrieval of knowledge within a variety of activate tasks is used to gain students confidence and a deeper understanding of practical techniques, vocabulary, professional works and understanding of the performance process. Students use skills audits and set SMART goals to continue their growth and upskill within their subject knowledge and performance. Q&A approach and constant review using peer and self-assessment is used within all lessons. Students will use knowledge organisers to help them during PSA assessment windows and units. 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 glossaries and definitions.

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 developing their performing skills over the course of the curriculum. Dance is key in contributing to learners' 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. Within year 10 students will take part in component 2 PSA where they will practically explore and recreate the work of a professional repertoire, this allows them to get and deeper understanding of the performing process before then completing component 1 where they can then analyse this in detail. Component 3 is the final unit taught at level 2 which is released in January of year 11. After gaining their knowledge in both unit's prior students can use these skills to then create their own pieces for final unit responding to the brief. At Level 3 the units are aimed at focusing on different skills throughout the course allowing students to have a wide variety and understanding of the subject and potential career paths. Students will study a choreography unit which allows them to explore and develop their creative skills before units in performance and techniques in a wide variety of genres. They will also look at leadership unit giving them the opportunity to deliver dance sessions to other learners. In year 13 students will then e able to collate all their knowledge they have gained for final unit's performance preparation and planning a career in the performing arts.

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. Due to the vocational nature of the course, students are assessed within units during lessons time and PSA assessment windows. Students are aware of any deadlines set. Whilst marking, the school policy is followed when assessing written work and within verbal feedback. Within in practical session students are given live feedback and within self and peer assessment. Students will also have the opportunity within PPE assessments to gain experience and understanding of future components and units. Staff are informed through rigorous assessment and tracking to plan and intervene when necessary.

Curriculum sequencing:

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	Preparation for component 2	Preparation for component 2	PSA assessment window – Component 2 developing skills and techniques for a live performance	PSA assessment window – Component 2 developing skills and techniques for a live performance	Preparation for component 1 Preparation for component 3	Preparation for component 1 PPE for component 3
Year 11	PSA assessment window – Component 1 Exploring the performing arts	PSA assessment window – Component 1 Exploring the performing arts	External brief assessment window – Component 3 Responding to a brief	External brief assessment window – Component 3 Responding to a brief	External brief assessment window – Component 3 Responding to a brief	

Year 12	Choreography unit	Choreography unit Developing skills and techniques unit	Developing skills and techniques unit Applying safe dance practice unit	Developing skills and techniques Unit Applying safe dance practice unit	Applying safe dance practice unit Dance Leadership unit	Dance Leadership unit
Year 13	Ensemble dance unit	Ensemble dance unit	Performance preparation unit	Performance preparation unit Planning for a career in the arts unit	Planning for a career in the arts unit	