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Dance Department Curriculum Intent

Campsmount Academy's curriculum aims to:



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 Performers	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.
 Creative thinkers	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.
 Self-Confidence	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.

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Fulfilment

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.

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 as part of the BTEC TECH award level 2.



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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 as 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 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. 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.

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



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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 ClassCharts classroom. For theory lessons, students are provided with more support and guidance with the use of sentence starter sheets and glossaries and definitions resources and templates to aid with coursework writing.

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 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. 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 gain a 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.

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 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. Learners are often exposed to live theatre performances each year to gain an deeper understanding of professional repertoires



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Statement of assessment intent:

Dance follows the school assessment policy at KS4 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 a 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 Endpoints Dance

Y10 Endpoints

Students will be able to:

Identify components of fitness used through dance and importance to drive forward progress

Y11 Endpoints

Understand the genre, themes and plot of selected repertoire linking to brief



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Be able to replicate choreography for a variety of repertoires

Work on specific practical techniques to improve dance skills within a variety of genres and selected repertoires

To identify areas of strength and weakness within practical performance

To be able to apply stylistic qualities appropriate to repertoire within practical rehearsals

To be able to select and write long term and short-term goals to drive forward progress

To be able to apply interpretive skills to professional performance

To understand and identify how performance ideas are generated

Understand the skills, roles and responsibilities of a variety of practitioners within a production process and reference examples of these within selected repertoire

Understand identify the interrelationships of participants the process and collaborations throughout each stage of the process.

Explore and understand the use of structures to help devise and create ideas. Using a range of choreography tools and techniques

To research and select a chosen concept, genre use of stimulus to aid development of their practical pieces.

To understand tools, techniques and skills used to create work and review final outcomes within formal assessment writing

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Curriculum Mapping and sequencing

Dance	Year 10	HT1	HT2	HT3	HT4	HT5	HT6
	Topic/ Big idea	Introduction to professional repertoire study	Developing Skills and techniques for a live performance.	Developing Skills and techniques for a live performance	Developing Skills and techniques for a live performance	Introduction into practitioner skills, roles and responsibilities PPE - Comp 3	Exploring the performance arts – Selected professional repertoire.
	Curriculum Related Expectation	Students will explore a variety of professional repertoires learning the choreography and skills required for each piece and gain a secure understanding of how to replicate a piece.	Students will begin work on their first unit 'developing skills and techniques for a live performance' on selected repertoire linking to theme released assignment brief.	Students will continue to practically explore and learn choreography for selected repertoire.	Students will work on interpretive skills.	Students will explore the skills roles and responsibilities required for practitioners within the performing arts industry.	Students will begin work on 'exploring the performing arts' linking to the theme of the brief.
	Students need to know	Discuss repertoire context, plot, genre and themes to enable them to incorporate interpretive qualities and understanding synopsis of each selected piece. Students will explore and break down log writing and goal setting. Looking at exercises and target setting that will drive forward progress across a multiple range of skills. This will include skills audit, SMART goal setting. Students will complete baseline assessments questions to demonstrate	Explore selected professional repertoire, practically and through extensive research. Students will complete weekly logs where they will identify strengths and areas for development setting appropriate long-term and short-term goals to drive forward process.	Learn and refine choreography focusing on stylistic qualities needed for techniques. Students will take part in a skills audit accessing practical skills and identifying areas for development setting SMART goals Students will complete halfway point evaluation where they will identify strengths and progress within selected targets. Analysis of characters and	Working on interpretive skills within practical lessons using a multiple of tools and exercises to focus on characterisation. Discussion on character context to gain a deeper understanding to make appropriate interpretive choices. Final refinement of technical skills ready for final practical assessments. Vital rehearsals will take place such as; stage and blocking rehearsals sound and lighting rehearsals and finally dress rehearsals. Students will then	Studying skills, roles and responsibilities This will be both performance and non-performance roles. Students will also explore the use of narrative as a structure and the use of stimulus tools to create and devise choreography. Students will explore practically the use of aural and textual stimulus to create a short sequence of choreography that links to the brief (PPE) They will; also take part in an ideas log PPE where they will be asked to explain	Students will study the selected repertoire will be watched either live (is possible) of on screen and then critically analysed as a group. Discussing and writing about choreographer/director's creative intentions, influences and how performance ideas are generated. Students will take part in multiple research tasks to find information on practitioner's background early career, training and

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	understanding. They will complete this in PPE format with formal written and verbal feedback for midway assessment.		development of interpretative skills.	need to complete a final evaluation of the final performance where they will identify strengths weaknesses, their progress and strategies adopted throughout the process and also the success of the piece in relation the brief.	the link to the brief and the reasoning behind their ideas and choices.	influences to them put together and write opinions on how this has influenced ideas within their work. Students will also study This work practically.
Students should be able too	LA A: Apply the use technical and performance during the rehearsal process. Demonstrate a disciplined approach to the preparation of skills and techniques for performance/pitch that relate to the theme.	LA Ci: Review of the development of skills and techniques. Review and target setting to drive forward own development.	LA Bi/Bii: Demonstrate the use of technical skills during performance. Demonstrate the use of performance skills to express stylistic qualities of the repertoire during performance/pitch. Insightful application of interpretative skills during performance.	LA Cii: Review of the application of skills and techniques in performance or realisation. Actions and targets to improve are thoroughly considered and pertinent.	LA Ai: To understand the performance informed through thorough investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work. Reference examples from the professional work that relate to the theme.	LA Aii: To understand the professionals' contribution to the performance through detailed assessment of roles, responsibilities in line with intentions. Thorough consideration of the fundamental skills that contribute to the work.
Keywords	Technical Skills Stylistic Qualities Interpretive skills Professional Repertoire Practitioner Choreography Stamina Flexibility Strength Performance Posture	SMART goal Skill audit Jazz Contemporary Commercial Musical Theatre Releve Pirouette Triplet Pas de bourrées Kick/flick Ball change	Technical Skills Stylistic Qualities Interpretive skills Stage and blocking Technical Rehearsal Dress rehearsal Costumes Set Props Centre stage Stage left/right Wings	Evaluation Skills audit Pertinent Target Theme Genre Technical Skills Stylistic Qualities Interpretive skills Professional repertoire Practitioner	Genre Plot/Synopsis Character Themes Creative intentions Purpose – educate, entertain, challenge viewpoints, thought, provoking, educational Stylistic qualities Choreography Practitioner	Skills Roles Responsibilities Creative intentions Generate performance material Textual stimulus Visual stimulus Aural stimulus Influence Contextual influence
Application of knowledge (Assessment)	Baseline assessment - Sept	Midway assessment – November PSA window comp 2		Final practical assessment – March Submission of unit work	Interim PPE	PSA window Comp 1
Revision Strategy	Revision of professional repertoire (watching live/recorded performances)				Revision questions for comp 3 PPE	Research revision for individual practitioner information
Wider Links	Depending on the selected repertoire cross curricular link to history and life skills: Racism; Prejudice; Prohibition era; American revolution WW2				Depending on selected repertoire cross curricular links to history and life skills: Gang violence War Diversity Prejudice French Revolution	

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Dance	Year 11	HT1	HT2	HT3	HT4	HT5	HT6
	Topic/ Big idea	Exploring the performance arts – Selected professional repertoire	Exploring the performance arts – Selected professional repertoire	Responding to a brief	Responding to a brief	Responding to a brief	
	Curriculum Related Expectation	Complete PowerPoint for Exploring the performing arts for selected repertoire.	Complete PowerPoint for Exploring the performing arts for selected repertoire.	Choreography workshops – Responding to a brief released mid Jan - work to begin on external unit.	Continue working on external unit 'responding to a brief' and sit controlled written assessments ideas and skills log.	Continue and complete external unit 'responding to a brief' and sit final performance and evaluation task.	
	Students need to know	The performing arts process within a production how practitioners respond to stimulus, how to generate ideas for performance/design material. How work is explored and developed to develop material, discussions with performers/designers, setting tasks for performers/designers. How practitioners share ideas and intentions and the teaching material to performers (if applicable). Learning how practitioners develop performance material/designs and outcomes the organising and running rehearsals/production process and refining and adjusting material to make improvements. How practitioners provide notes and/or feedback on improvements with preview/post-performance reviews.	Practitioner's responsibilities during a production: rehearsing, performing contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing. Their involvement in refining performance material, managing self and others. The relevant skills required such as; physical, vocal and music skills used by performers, managing and directing skills used by a choreographer, artistic director, casting director or musical director. Understanding the need for communication skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer. Understand roles that require creative skills,	Students will take part in a variety of choreography workshops that focus on structures and devices to create choreography. Students will explore a range of structures to use as a base to guide choreography skills such as; narrative, binary, ternary, rondo, chance, abstract and theme and variation. Students will research and explore contextual ideas that can link to the chosen theme take part in discussion practical and research exploration, this can be from textual stimulus with music lyrics, visual stimulus looking at mood boards and practitioner work and aural stimulus listen to music and sound accompaniment.	Students need to know how to structure and successfully write ideas and skills log and prepare for controlled assessment with their note writing. This includes understanding the concept and style of their chosen performance. Their choice of target audience. Identifying the resources needed during the development and performance for the exploration and development of ideas. How the ideas meet the requirements of the brief, how the work of practitioners has influenced your ideas. They need to discuss and reference ideas they have explored their ideas. Students will need to continue to develop and explore their routines practically and include a range of	Students will work on final refinements for performance ensuring all choreographic ideas are selected and adopted for final assessment. Final rehearsals will take place selecting set/props or PowerPoint to be projected during the running of stage rehearsals. The selection of lighting and editing music together within technical rehearsals and finally selecting the ideas of costume within dress rehearsals. After the performance students will need to complete notes pages and take part in final evaluation report where they will look at and discuss how the outcome met the requirements of the brief, evaluating the development process as an individual and as a group, the performance/design outcome. Identify the key strengths of	

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		such as designing set, costume, props, makeup, lighting or sound, writing scripts and composing songs by a playwright or songwriter. Explore organisational skills used to put on a performance by a director or choreographer.		choreographic devices to enhance and work.	their work and areas for further development.	
Students should be able too	Understand the approaches taken by professionals to generate ideas for performance material. Their response is informed through thorough consideration of pertinent examples from professional work.	Understand of the processes used in the development and rehearsal of professional works. Their response is informed through an effective practical exploration of processes. Understand the techniques used in the performance/production process. Their response is informed through thorough consideration of examples from professional works.	Understand how to use structure as a base to build ideas to create a short sequence. Students should be able to use a brief to come up with ideas for a chosen concept and genre for a solo and group dance as part of their external unit. Students should be able to use research and a variety of stimulus techniques to generate performance ideas.	Complete note pages for ideas and skills log. Look through previous student's responses within exams and evaluate areas of strength and development to implement into their own writing. Students should be able to understand and develop practical performances using a range of choreography tools within both their solos and group dance routines.	Students should be able to refine and enhance performance with the application of interpretive skills. Run final rehearsals incorporating final set/props use of lighting and sound and tech to enhance final performance. Complete note pages for evaluation report. Look through previous student's responses within exams and evaluate areas of strength and development to implement into their own writing.	
Keywords	Process timeline Stimulus Workshops Rehearsals Auditions Stage and blocking rehearsals Technical rehearsal Dress Rehearsal Preview performance Post performance review	Skills Roles Responsibilities Director Choreographer Dancer Singer Actor Lighting/set designer Sound technician Writer Composer	Structures Narrative Rondo Binary Ternary Abstract Chance Theme and variation Aural stimulus Textual stimulus Visual stimulus	Choreographic devices Motif Motif development Unison Cannon Inversion Dynamic range Asymmetry/Symmetry Climax Highlight Concept Genre Practitioner Resources Target Audience	Interpretive skills Stylistic skills Technical skills Genre Concept Choreographic tools and techniques Structures Textual stimulus Aural stimulus Visual Stimulus	
Application of knowledge (Assessment)	PSA Comp 1 Window	PSA Comp 1 Window deadline	External brief is released	Controlled assessments take place - Ideas log and Skills log	Controlled assessments take place - Final performance and Evaluation report	
Revision Strategy	Revision of professional repertoire practical exploration	Research into practitioner skills, roles and responsibilities linked to selected repertoire			Practical revision of solo/group work before final assessment	

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	Wider Links	Depending on selected repertoire cross curricular links to history and life skills: Gang violence War Diversity Prejudice French Revolution Cross curricular links to English with research/quote/source referencing and IT with the editing of videos and uploading links with PP presentations	Depending on the brief cross curricular links from life skills: Looking at current affairs Diversity and inclusion Social media Current affairs Cross curricular links to IT editing musica and live video for live performance
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