

KS3 DANCE Curriculum Narrative

All elements of Key Stage 3 Dance will fully prepare students for GCSE Dance and higher education in Dance or Performing Arts. KS3 gives opportunities for students to gain practical experience and knowledge about a broad range of Dance styles, techniques and practitioners, always underpinned by a solid foundation in the historical, cultural and social aspects of Dance. All Dance students will develop their skills through the core elements of appreciation, choreography and performance.

To begin, Year 7 will focus on their ability to learn and return, create logical sequences and understand why dances are made using familiar and fun social dances of the Twentieth century. In Spring they will begin exploring their own movement vocabulary with a focus on creativity and freedom of expression, bringing their own ideas to life. In the Summer the course moves to consolidate skills by recreating and developing professional repertoire, dancing in groups and learning how to dance some impressive jumps and turns. Learning is evidenced through use of the Ipad either through film or written tasks and Dance vocabulary is highlighted to better prepare for the demands of GCSE.

In Year 8, students will learn about Dance in different contexts. In Autumn, Capoeira provides a technical and physical challenge where students begin to hone their performance and choreography skills, especially those of spatial awareness, trust, sensitivity and dance relationships. In Spring, the progression of skills continues to build with a focus on contact and lifts, characterisation and appreciation of Dance as a method of communication on a wider scale. The final term explores Dance made for film, the production values and the effectiveness of this. Performance skills, choreographic knowledge and appreciation of other art forms are consolidated in applying these skills to create a Dance film .

Year 9 students will experience an exciting range of dance styles and professional dance works. Each dance topic allows for appreciation, choreography and performance throughout. To begin with, the focus is on the training of the body in the physical and technical skills of performance. This will prepare dancers for the longer and more intense movement sequences involved in GCSE group performances. There will also be an opportunity to dance as trios, duos and solo to increase expressive performance skills such as confidence and projection. Year 9 students will also be involved with creating dance for others, through the Transitionz project, inviting local primary school children to learn their dances, resulting in a wealth of leadership and organisational experience, whilst reflecting on their own choreographic achievements - these dances will be featured in the Autumn show. Year 9 will learn about other professional works to enhance their movement vocabulary and they will also have theory lessons to prepare for GCSE written appreciation work.

KS3 DANCE Curriculum Map

	Autumn	Spring	Summer
Year 7	<p><u>Introduction to Dance concepts</u></p> <p>Dancing Decades</p> <p>Appreciation of Dance in historical, cultural and social context and production features</p> <p>Choreography Logical Sequence Formation Choreographic devices</p> <p>Performance Mental skills Movement memory Musicality Physical skills</p>	<p><u>Choreography</u></p> <p>Making Dances</p> <p>Appreciation of a range of stimuli, professional work, <i>Emancipation of Expressionism</i> and creative outcomes</p> <p>Choreography: Action Space Dynamic Creativity Motif and development Beginning/middle/end</p> <p>Performance Technical skills Expressive skills Physical skills Mental skills</p>	<p><u>Professional Repertoire</u></p> <p><i>Rooster</i> by Christopher Bruce</p> <p>Appreciation of a professional work with focus on gestures and Dance relationships, detailed analysis of production features</p> <p>Choreography Gestures Logical sequence Dance Relationships Character</p> <p>Performance Technical skills Expressive skills</p>

Year 8

Historical and social context of Dance.

Capoeira

Appreciation of origins, style and conventions

Choreography

Motif development Action, Space
Dynamics
Dance relationships
Dance structures

Performance

Spatial awareness
Technique
Style
All physical skills

Professional Repertoire

***Ghost Dances* by Christopher Bruce**

Appreciation of creative response using political stimuli

Choreographic

Still images
Transitions
Structures
Methods of Contact
Dance relationships
Choreographic devices

Performance

Technique
Unison
Canon
Group Sensitivity

Dance for Camera

***West Side Story* works by Jerome Robbins**

Appreciation of technique of Jazz style and its practitioners

Choreography

Communication of intent/ mood
Formation
Dynamic
Contrast

Performance

Dynamic
Technique
Style
Contrast
Facial Expression
Musicality

Year 9	<u>A Linha Curva</u> <ul style="list-style-type: none"> ● Features of ALC ● Physical skills ● Expressive skills ● Group performance skills ● Safe practice 	<u>Transitionz Dance Project</u> <ul style="list-style-type: none"> ● Choreographic processes ● Choreographic structures ● Leadership workshops 	<u>Infra</u> <ul style="list-style-type: none"> ● Features of Infra ● Introduction to choreographic terms ● Group choreography based on Infra focus on: Processes/ Stimulus/ intention/ approach 	<u>Theory Lessons C/room</u> <ul style="list-style-type: none"> ● Describing own performance skills ● Describing own choreography skills ● Describing features of set works <u>Breathe Set Phrase</u> <ul style="list-style-type: none"> ● Technical skills ● Duo/ Solo performances 	<u>Eof E</u> <ul style="list-style-type: none"> ● Features of Eof E ● Group performance using Eof E focus on: Style Action Space Dynamic Relationships Devices 	<u>i-Choreograph project in groups</u> <ul style="list-style-type: none"> ● Features of Within Her Eyes ● Contact workshops ● Site-sensitive ● Use of Camera ● Create a site-sensitive group choreography ● Demonstrate all choreography features
Assessment	ALC factfile test Safe practice test ALC group dance performance filmed and assessed	Choreography filmed and assessed in show Choreography analysis in style of a Programme note	Infra factfile test Duos filmed and assessed, choreography and performance	Exam style questions marked Solo, duo, trio Performance filmed and assessed	E of E factfile test Group Performance filmed and assessed	Choreography and performance filmed and assessed

KS4 Dance Curriculum Narrative

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. (AQA) Students will study a range of dance styles, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria. The study of the anthology of six professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in the practical tasks. There students are assessed on the three elements, appreciation, choreography and performance. Appreciation skills are shown through the written exam worth 40% of the grade. The other 60% is practical which supports students to show their expressive, physical and technical skills by performing in a group and as a solo. Choreography is assessed by creating a dance for solo or group. The Dance students are encouraged to be physical, expressive, reflective and creative thinkers which gives them a strong foundation to progress to the next level of study or pursue a specialist Dance or performing arts career.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 10	<p><u>Shadows</u></p> <p>Group collaboration</p> <ul style="list-style-type: none"> • Features of Shadows • Revision of Technical, Physical and Mental skills 	<p><u>Artificial Things</u></p> <ul style="list-style-type: none"> • Features of AT • Choreographic workshops focus on use of Props, Costume, Lighting • Group dance expressive skills 	<p><u>Breathe and Shift</u></p> <ul style="list-style-type: none"> • Solo performance • Mental skills • Technical • Physical <p><u>Choreography Skills</u></p> <ul style="list-style-type: none"> • Choreography Using Aural setting • Structures 	<p><u>Theory Lessons C/room</u></p> <ul style="list-style-type: none"> • Interpretive and evaluation of own choreographic and performance skills • Contributions of features of set works • 6 and 12 mark questions • Exam technique 	<p>i-Choreograph project</p> <ul style="list-style-type: none"> • Choreograph a trio using AQA past question stimuli • Choreography high level skills • Writing a programme note 	<p><u>Year 11 Preparation</u></p> <p><u>Group Performance</u></p> <ul style="list-style-type: none"> • Developing the other 2 set phrases- Flux and Scoop • Workshopping ideas for Year 11 final group performance <p><u>Choreography</u></p> <ul style="list-style-type: none"> • Revision of choreography skills

Assessment	Shadows factfile test Group Performance of shadows filmed and assessed	Artificial Things Factfile test Group performance filmed and assessed	Solos filmed and assessed	Assessment using past paper questions from all sections	Filmed and assessed	Year 10 mock exam
YEAR 11	Breathe and Shift Choreography Q. set	Choreography Question cont.	Group performance	Revision and practice papers	Written Exam	End of course
Assessment	Component 1 EXAM Filmed and assessed	Component 1 EXAM Filmed and assessed	Component 1 EXAM Filmed and assessed		Component 2 EXTERNAL EXAM	

KS3 DRAMA Curriculum Narrative

All elements of Key Stage 3 drama will fully prepare students for BTEC Performing Arts and students will begin by developing group dynamics and confidence. Throughout Key Stage 3 students will learn a variety of techniques and they will develop their skills as a performer. Drama isn't just about performance so they will also develop their ability to create, give feedback to their peers and to evaluate and analyse their own performance. An important part of the curriculum is an understanding of the history of drama. It is essential that they know where the various techniques originated from and how they have developed over time. Throughout the course students will be introduced to a variety of practitioners, styles and genres of Drama. As well as preparing them for progression to the BTEC Performing Arts course it also develops their ability to communicate clearly, present in front of an audience and work with others.

KS3 DRAMA Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Introduction to Drama skills Developing group dynamics The role of a performer The role of an audience Freeze Frames Thought Tapping Status Use of a stimulus Characterisation Working with a script Staging Charlotte Dymond - Dramatic Conventions Teacher in role Freeze Frame re-cap Thought Tapping re-cap Hot Seating Conscience Circle Dynamics Gossip Alley Marking the Moment Characterisation		Storytelling Vocal workshops Narration Dialogue Direct Audience address Imagination Multi-role Playing Script writing Physical Theatre Improvisation Blocking & Accepting Spontaneity Imagination Characterisation Written evaluation & analysis		Working with Scripts Blocking Use of the space Proxemics Stage Directions How to use a prompt Asides Line learning techniques Characterisation Musical Theatre The work of Andrew Lloyd Webber The work of Stephen Sondheim The work of Rodgers & Hammerstein Book Musicals Jukebox Musicals Concept Musical Choreography Singing workshops Dance workshops Accents	

KS3 DRAMA Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Greek Theatre	Medieval Theatre		Victorian Theatre	Contemporary Theatre	Theatre in Education
	Oedipus	Mystery Plays, Miracle Plays & Morality Plays		Melodrama	John Godber	Mark Wheeler
	Chorus Work	Second Shepherd's Play		Stock Characters	Teechers	Theatre in Education
	Modern use of the chorus	Commedia Del'Arte		Pantomime	Multi role playing	Hard to Swallow
	Role of the Messenger	Stock Characters		Characterisation	Physical Theatre	Direct Audience Address
	Unison/Canon	Slapstick Comedy		Music Halls	Andy Hamilton	Why Did the Chicken Cross the Road
	Choreography	Farce		Kitchen Sink Drama	The Exam	Comic Timing
	Vocal Skills	Elizabethan Theatre (Spring 1)		Farce	Naturalism	Too Much Punch for Judy
		Shakespeare		The Importance of Being Earnest	DNA	Duologues
		Hamlet		Received Pronunciation	Dennis Kelly	
		Soundscapes		Working with scripts	Monologues	
		Macbeth				
		Characterisation				
		A Midsummer Night's Dream				

	Autumn	Spring	Summer
Year 9	<p><u>Introduction to Drama</u></p> <p>Developing Group dynamics / teams / trust building</p> <p>Improvisation / Conventions / Laban workshop / Stimulus Workshop</p> <p>Introduction to Practitioners</p> <p>Peter Brook Workshops</p> <p>Stage Configurations</p> <p>Steven Berkoff Workshops</p> <p>Devising Assessment</p>	<p><u>Naturalism</u></p> <p>Melodrama</p> <p>Stanislavski workshops</p> <p>Imagination</p> <p>Relaxation</p> <p>Concentration</p> <p>Given Circumstances</p> <p>Emotion Memory</p> <p>Magic 'if'</p> <p>The Exam - Andy Hamilton</p>	<p><u>Devising</u></p> <p>Various Practical Workshops</p> <p>Create an original piece of drama</p> <p><u>Introduction to Component 1</u></p> <p>Oklahoma</p> <p>Choreography</p> <p>Singing workshops</p> <p>Background Research</p> <p>Accent training</p> <p>Practical exploration of the text</p> <p>Presentation</p>

KS4 DRAMA Curriculum Narrative

KS4 drama at Manor is designed to unlock the use of imagination, intellect, empathy and courage. The BTEC Performing Arts Tech Award is a vocational course that is meant to educate students in a practical way about a specific job area. Students will complete three components. Component 1 is intended to explore, investigate and discover three different styles of performance. Students will be introduced to various playwrights, various practitioners, differing styles and a range of genres. Component 2 is more focused on developing performance skills and applying these skills in performance. Component 3 is externally set and assessed and students will pull together everything they have learned and apply their knowledge in a performance. Students will work in groups and will create a piece of drama based on a set brief. This course prepares students wanting to go on and study Drama but it is also a fantastic opportunity to improve their confidence and will help them with things like interviews and presentations in the future.

KS4 DRAMA Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Btec	<p><u>Component 1</u> Students will get a taste of what it is like to be a professional actor.</p> <p>During this component students will be introduced to two texts of differing style and genre.</p> <p>Students will explore performance styles, creative intentions and purpose.</p> <p>They will investigate how practitioners create and influence what is performed</p> <p>They will discover different performance skills, roles, techniques and processes.</p> <p>Students will do all of this through practical workshops. They will also perform extracts from the various plays. They will keep a written journal throughout.</p>	<p><u>Component 1 (Spring 1)</u> Students will be introduced to a third play.</p> <p>They will repeat the process from Term 1.</p> <p>They will create a presentation of their findings of all three plays.</p> <p><u>Component 2</u></p> <p>Students will develop their performance skills and techniques by reproducing existing performances.</p> <p>Students will take part in a variety of workshops, classes and rehearsals.</p> <p>They will gain physical, interpretive, vocal and rehearsal skills.</p>	<p><u>Component 2 (Continued)</u> Students will develop their performance skills and techniques by reproducing existing performances.</p> <p>Students will take part in a variety of workshops, classes and rehearsals.</p> <p>They will gain physical, interpretive, vocal and rehearsal skills.</p> <p>Students will apply the skills they have developed in a performance.</p> <p>Students will reflect on their progress, performance and how they could improve.</p>			

<p>Year 11 Btec</p>	<p>Component 3</p> <p>Responding to a brief</p> <p>Students will be given a brief by the exam board.</p> <p>Students will record their progress in a written log.</p> <p>Students will work together to create a piece of drama that links to the brief.</p>	<p>Component 3</p> <p>Students to continue creating.</p> <p>Students to perform their piece.</p> <p>Students to complete an evaluation of their performance.</p>		
<p>Year 11 GCSE</p>	<p><u>Component 3</u></p> <p>Introduction to texts / rehearsals / line learning</p> <p><u>Component 1</u></p> <p>1 hour a week theory</p>	<p><u>Component 3</u></p> <p>Introduction to texts / rehearsals / line learning</p> <p><u>Component 1</u></p> <p>1 hour a week theory</p> <p>Assessed Performance</p>		