



William Edwards School Dance Department Curriculum Journey

The purpose of the curriculum:

1. Relevant and exciting stimuli for choreography tasks will enhance students creativity.
2. Broadened our range of professional works which will develop students' ability to critically appraise dances of different styles
3. A variety of cultural influences provide a springboard for engaging practical tasks.
4. Improve teamwork and collaboration skills
5. Provide a greater understanding of hydration, nutrition and safe working practice.
6. Provide students with a knowledge of physical, technical, expressive and mental skills.



Careers such as:
Choreographer, dancer
Community arts worker
Dance movement psychotherapist
Personal trainer
Theatre director
Chiropractor
Event manager
Teacher (Secondary, private or vocational, higher, further)
Osteopath, physiotherapist
Talent Agent

Courses such as:
BTEC performing arts/dance
A-Level Performing arts/theatre studies/dance
National Diploma in Dance/Performing Arts
Degree in Dance/Performing Arts/Musical Theatre/Theatre Studies
Masters Degree in Dance

AS and A-level Dance specifications reflect both historical and current dance practices, making them more relevant, and inspiring a lifelong passion and appreciation for dance. They also offer clear, logical progression from GCSE.

Both AS and A-level provide strong standalone qualifications that are designed to be co-teachable. This gives you and your students valuable choice.

KS5



Revision for theory paper in June:

Reflecting on your own work and the process (22%) Critically appreciate professional works, through making analytical, interpretative and evaluative judgments. (18%) [links to Ks5](#)

Hypothetical choreography. And evaluation of own work revision.

Structuring techniques.

Students to review their chosen structures for choreography. [Links to year 7](#)

Refining and responding to feedback.

Working on these mental skills. [Links to Ks5](#)

Critical appreciation, explore both practically and theoretically. [Links to Year 9](#)

Shadows-Phoenix Dance company.

YEAR 11

Artificial Things-Stopgap Dance Company

Critical appreciation, explore both practically and theoretically. [Links to Year 9](#)



Physical and Aural setting.

Exploring how we can use this in our own work and how professional works use this to improve our appreciation [Links to year 9](#)

Critical appreciation of all six set works.

With cross curricular links to English, students will evaluate and analyse the anthology. [Links to Ks5](#)

Program Note

Students will provide written evaluation of their choreographies.

Practical exam in March.

1 x group dance- Any dance style. (30%)
Choreography: Create a dance to communicate your stimulus. (30%) [Links to Ks5](#)



YEAR 10

Physical, Technical, Expressive, Mental Skills in own work.

[Links to year 7 and Ks5](#)

Responding to stimuli.

Explore past questions. [Links to year 8](#)

Motif Development

Develop set movement using action, space, dynamics and relationships [Links to year 7](#)

Emancipation of Expressionism-BoyBlue Company.

Critical appreciation, explore both practically and theoretically. [Links to Year 9](#)

A Linha Curva- Rambert, critical appreciation and features of production including lighting, set, costume, accompaniment and choreographic process. [Links to year 9](#)

End of component test 1) Theory quiz 2) Practical performance assessment.

End of unit theory test will include questions on the professional works studied alongside technical, physical, and expressive skills. [Links to Year 7 and 8 and Ks4.](#)



Sinnerman – Alvin Ailey

Critical appreciation of a political African American contemporary company. [Cross curricular links to history and Ks4](#)

Swansong- Cristopher Bruce

Critical analysis of a contemporary work which is open to interpretation and uses a prop. [Links to Ks4 and year 8](#)

Nutcracker - Matthew Bourne

Critical analysis of a contemporary ballet with strong story telling. [Links to K44](#)

Mad hatters Tea Party- Zoonation

Critical analysis of a popular, modern, street work. With exaggerated characterisation and costume. [Links to Ks4](#)

YEAR 9

Throughout this unit you will be looking at professional dance works which inspire your own choreography. [Links to Ks4](#)
You will be looking at the set, costumes, lighting, accompaniment, characters and movement as well as the influences and stimuli the choreographers had. [Links to Ks4](#)
Skills you will be working on, Performance and expressive skills, [Links to Year 7](#) Team working skills, [Links to year 8](#) Creative thinking skills [Links to year 8](#) Critically reviewing professional works. [Links to Ks4](#)

The six works selected have been chosen to give you a broad range to critically evaluate in preparation for the six chosen works at GCSE. [Links to Ks4](#). Students will use these works as a basis to create their own practical work. [Links to Ks4 and Year 8](#)

Discuss and evaluate the practical, technical, expressive and mental skills used in each of these professional works and how they can be embedded into your practical work. [Links to Ks4](#)

Critical appreciation of a dance for camera work. Which explores mental health. [Links to Ks4 and Ks5](#)



Rosas Danst Rosas- Anne De Keersmaeker

YEAR 8

Auditory stimuli



Visual stimuli



Kinaesthetic Stimuli

Ideational stimuli and characterisation



Historical events stimuli

You will pick a concept but this time linking to a moment in history. [Links to year 7](#)
Peer assessment. [Links to Ks4](#)

This is perhaps the most popular form of stimuli for a dance. Here the movement is stimulated and formed with the aim of conveying an idea or to tell a story alongside this you will also do a characterisation task. [Links to performance skills in year 7](#)

Any movement can take the role of kinaesthetic stimulus and the dance is then derived from this. [Links to year 7](#). The movement does not have to have a communicative purpose other than the nature of itself. [Links to Ks4](#)

Visual stimuli can take the form of pictures, sculptures, objects, patterns, shapes etc. You will use these to create a routine. [Links to Year 7](#)

Throughout this unit you will be exploring different stimuli which you will use to create choreography, the main aims of this unit is to make the story/theme as clear as possible. Creative thinking: [Links to year 7](#) Research, Team working [Links to Ks2](#). Expressive skills [Links to Year 7](#) Whilst looking at auditory stimuli you will explore tempo, climax, structure and mood.

End of component test 1) Theory quiz 2) Practical performance assessment.

End of unit theory test will include questions on choreography alongside technical, physical, and expressive skills. [Links to Ks4.](#)

Structure, climax and transitions.

Dynamic and relationship developments

Motif developments

Chance developments



Action developments and space

Introduction to dance and target setting.



Baseline test, identifies ability and gaps in KS2 skills set

YEAR 7



We will speak to you and your Primary schools to find out what topics you have covered

Attend WES Transition week.

Apply for a place at WES

KS2 PRIMARY SCHOOL



Basic techniques and actions in a range of dance styles.

Show control during performance

Demonstrate balance.

Begin your KS2 dance curriculum and develop a lifelong love of learning



Your Learning Journey in Dance