



William Edwards School Dance Department Curriculum Journey

The purpose of the curriculum:

1. Relevant and exciting stimuli for choreography tasks will enhance students creativity.

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.

YEAR 11

Shadows-Phoenix Dance company.

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

Refining and responding to feedback.

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

Structuring techniques.

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

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

Infra- Royal Ballet Company

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

Motif Development

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

Responding to stimuli.

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

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

[Links to year 7 and Ks5](#)

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

Rehearsal discipline and health and safety

How can we stay healthy and safe in the dance studio and beyond. [Links to Ks5](#)

Choreographic Devices and processes.

Developing choreography so the communication of choreographic intent is clear. [Links to Ks5 and year 8](#)

Emancipation of Expressionism- BoyBlue Company.

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

Contemporary Dance work.

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

Rosas Danst Rosas/ Countdown

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

YEAR 9

Mad hatters Tea Party- Zoonation

Hamilton

Critical analysis of a contemporary street with strong story telling of American History. [Links to Ks4](#)

Hairspray

[Links to year 7](#)

Cross curricular links to history and Ks4. Musical theatre work exploring segregation.

Diversity 'BLM'

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

Contemporary Dance work.



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](#)

Kineastetic stimuli



Ideational stimuli and characterisation

Historical events Stimuli

Visual stimuli



Auditory stimuli

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](#)

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](#)

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

Action developments and space



Chance developments

Motif developments

Dynamic and relationship developments

Structure, climax and transitions.

Introduction to dance and target setting.



Baseline test, identifies ability and gaps in KS2 skills set

In class you will develop the phrase you're given by adding in actions [Links to KS2](#) -You will also use action cards and add in your own original movement. Target setting [Links to Ks4](#) analysis of own work.

Using the chance board to decide what actions to include. [Links to KS2](#). Notate your choreography [Links to Ks4](#). Performance skills overview. [Links to KS2](#) strength, balance and control.

You will be developing a phrase working on space developments including patterns [Links to KS2](#). Area in room, Facings, Levels, Travelling or stillness and formations. [Links to Ks4 choreography task..](#)

Looking at a range of dynamics including: Strong, powerful energetic and bouncy, lyrical and flowing, staccato, sporadic and bound [Links to KS2 range of styles and Ks4 choreographic processes.](#)

You will develop your movement focusing on partner and group work including contact, mirroring, lead and follow and action and reaction. Reflect on your [performance links to Ks4, Component 2](#)

Perform dances using a range of movement patterns.

We will be focusing around two elements of choreography including; Transitions- these are the linking steps in between movement. Structure- This is the overall 'shape' of the dance. Climax. This is the highlight of the dance and should be at some point between the middle and end. This is normally high energy. [Links to Ks4](#) Peer Assessment building on previous knowledge.

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

Attend WES Transition week. Complete CATS test and learn about WRITE WHAT YOU DO IN INDUCTION WEEK

Apply for a place at WES



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