



**School Intent:** Our curriculum provides pupils with the knowledge and experiences which will interest and empower them to thrive in the workplace and make informed contributions to our democratic society

**Dance Curriculum intent:** In the Dance Department, we strive to create versatile dancers who appreciate different cultures and who are confident in making informed, creative decisions within their choreography

**Curriculum rationale:** The Dance curriculum has been designed to develop and capture pupil's creativity. We want pupils at Barr Beacon to experience a broad range of dance styles, techniques and processes in their curriculum. Exploring a variety of dance styles and practitioners to develop knowledge that will interest and empower them in their Dance. Our curriculum map strives to build on pupil's confidence and resilience when creating performance work. All sections of the curriculum allow pupils to gain not only the knowledge of practical skills but also the experiences and this is what our whole school statement promotes. Our beacon values help support the Dance curriculum, in particular Be yourself, Consideration for other and Own what you do. The teaching staff supports pupils' creative intentions and have developed projects that hold interesting and engaging topics for pupils in today's society.

**KS3 Dance curriculum:** The KS3 Dance curriculum at Barr Beacon is part of the Creative Arts rotations. Pupils have 2 lessons of Dance per week in Year 7 and Year 8, and 1 lesson of Dance per week in Year 9.

#### **National curriculum (taken from PE section)**

1. Build on physical development and skills.
2. Become more competent, confident and expert in their techniques.
3. Apply them across different styles.
4. Understand what makes a performance effective and how to apply these principles to their own and others' work.
5. Perform dances using advanced dance techniques within a range of dance styles and forms.
6. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

**KS4 Dance BTEC** – Completed over two years building on what base knowledge students have learnt at KS3. Students explore 3 components. Component 1: Exploring the Performing Arts is an internal theory component where students explore a range of different repertoires and how they are created. Component 2: Developing Skills and Techniques in the Performing Arts is an internal component that focuses on the development of practical skills whilst students evaluate their progress. Component 3: Responding to a Brief is an external assessment that requires students to create their own group choreography. Students are required to write about their ideas and skills developments. Students will then evaluate their performance at the end of the assessment.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<p align="center"><b>Year 7 Performing Arts (Dance)</b>            Project 1 - Contemporary Dance – Exploring basic dance skills and choreographic devices.            Project 2 Around the World – Learning a variety of Dance styles from different cultures and building on basic choreographic devices.</p>					
8	<p align="center"><b>Year 8 Performing Arts (Dance)</b>            Project 1 - Street Dance - Learning a variety of Dance styles from Street Dance and building on advanced choreographic devices.            Project 2 – Swansong and Ghost Dances by Christopher Bruce – Appreciating professional practitioners and exploring choreographic approaches.</p>					
9	<p align="center"><b>Year 9 Performing Arts (Dance)</b>            Project 1 – 5 Soldiers- Exploration of different stimuli to inspire movement based on the themes of the professional work 5 Soldiers            Project 2 – Responding to a brief- Creating a piece of choreography based on a given brief.</p>					
10	<p align="center"><b>Year 10 BTEC Performing Arts Dance</b>            Component 1: Exploring the Performing Arts            Students will study three professional practitioners and analyse how repertoire is created through a series of practical and theory lessons. They will design a research journal which contains their findings.   <i>Assessment from January - April</i></p>			<p align="center"><b>Year 10 BTEC Performing Arts Dance</b>            Introduction to Component 2: Developing Skills and Techniques in the Performing Art            Students will participate in a range of technique classes and learn a 2 minute piece of repertoire. Students will reflect on their progress throughout the component.</p>		
11	<p align="center"><b>Year 11 BTEC Performing Arts Dance</b>            Component 2: Developing Skills and Techniques in the Performing Art            Students will participate in a range of technique classes and learn a 2 minute piece of repertoire.            Students will reflect on their progress throughout the component.   <i>Assessment from September - December</i></p>			<p align="center"><b>Year 11 BTEC Performing Arts Dance</b>            Component 3: Responding to a Brief            Students will choreograph and perform in their own performance piece in line with a set brief provided by the examination board (Pearson).   <i>Assessment from January - May</i></p>		