

# Dance



## Whole school curriculum principles

1. The core, foundation knowledge in each discipline				
2. Opportunities for reading and development of Tier 2/3 vocabulary, writing styles and text types				
3 The numerical concepts used within each discipline.	4 The practical and cognitive skills inherent to each discipline.	5 The key timelines, theories and figures within each discipline	6 Exposure to and consideration of diverse perspectives	7 Knowledge of how each discipline has impact on the modern and future world.
8. learning to be responsible for ourselves and our future		9. learning to be responsible for our community		10. Learning to consider our global and environmental responsibilities

## Key Stage 3 (Years 7-9)

The curriculum we offer provides opportunity for young people to experience the varied and experimental world of dance, in a setting, which values and promotes students to develop their own creative identity. Through practical study students will be improving their confidence and develop self-awareness, both of which will support other areas of the curriculum and life beyond Gordano. Essential to the Dance curriculum is choreography, and students are introduced to a range of stimuli to create their own group dances. In addition to this, pupils will learn of key figures within the history of dance who have shaped the world of dance to become inclusive of all cultures, styles and ability. Students will have the opportunity to view professional dance works and the chance to engage in open discussion on their thoughts and feelings after seeing the work. Some of these works reference dances from different cultures, which will provide a chance for our young people to experience the wider world. In almost all cases students will be choreographing a short group dance in time for a performance in front of their peers; therefore, they will be developing more than just creative skills. For example, their ability to work successfully in a group, time management and independence. We feel strongly that these additional skills are invaluable and pride ourselves to know that we are supporting our pupils in the wider curriculum. We appreciate that some students will come to us with little experience of Dance, and our passion is to provide an opportunity for every young person to develop their understanding of the capabilities and power of nonverbal communication, in a supportive and non-judgemental environment.

The extracurricular provision for Dance at Gordano is excellent and provides our young people with many opportunities to continue to develop their interest in the subject. There is a dance club on every day of the week, which are inclusive of experience and ability. Students will have the chance to perform in our annual Dance Showcase, and some to perform at local dance festivals. We are incredibly proud of the provision we offer for our students and feel this can offer a wide range of experiences, which are not just centred on performing. We have many students lead dance groups and become inspirational to our younger pupils.

# Dance

## Key Stage 4 (Years 10-11)

Students who wish to study dance at KS4 (GCSE) will follow the AQA specification for Dance, which is 60% practical, and 40% theory. The practical elements have a variety of opportunities for students with a range of ability to succeed. Students will build on the foundation skills explored in KS3 and to continue to develop their own artistic identity through choreography and performing tasks. AQA have selected six professional dance works for our students to study both practically and theoretically and we feel these are inspirational, current, and allow plenty of scope for personal interpretation. The written element has rigor and provides opportunities for students to develop their analytical skills helping students to prepare for future learning. The course can be accessible for students who enjoy a variety of styles, and they have the chance to choreograph and perform in their preferred genre of dance.

All GCSE dance students are encouraged to become part of the extracurricular provision, every KS4 student will perform in the Dance Showcase, and some may even help lead clubs for younger year groups. The involvement in our extracurricular provision benefits our students massively in terms of developing leadership skills and may stimulate future career choices. We are proud to offer many chances for our students to visit theatres to watch dance that are not always on the specification, I want to inspire them and introduce them to the ever-expanding world of dance. In addition to viewing professional works, we have been able to invite artists into school to lead workshops, this provides our students insight into the dance industry and further extend their skills in choreography and performance.

## Key Stage 5 (Years 12-13)

We have chosen the Pearson BTEC National Extended Certificate in Performing Arts for our KS5 course, as we feel it follows on successfully from both the Dance and Drama GCSE specifications. The course is designed to provide students with a strong practical and academic foundation for progression into higher education, apprenticeships, or employment within the creative industries. The course develops students' performance, rehearsal, and evaluative skills across a range of disciplines, including acting, dance and musical theatre, while also building confidence, communication, teamwork, and professionalism. Students will choose which Performing Arts discipline they wish to focus on within each unit of the course.

Through industry-style projects and performance opportunities, students gain a realistic understanding of the demands of the performing arts sector. The curriculum balances practical performance with critical reflection, enabling learners to become reflective practitioners who can analyse their own and others' work. This challenges students to research in more depth and provides further opportunity to develop creative independence. This qualification supports both personal and professional development, preparing students for the competitive nature of the creative industries while fostering creativity, resilience, and a strong work ethic. We feel that this course prepares students very well for a HE courses.