

## **Subject: Dance**

Dance Lead: Francesca George

Exam Board: Pearson

Qualification type: BTEC

### **Intent**

#### Principles of the Dance Curriculum

The United Curriculum for Dance is built upon the core United Curriculum principles available **here**.

Our Dance curriculum is sequenced to allow students to develop their creativity, dance technique and knowledge through analysis of dance practitioners, professional repertoire; as well as their own choreographic works. New content is introduced each year at key stage 3 within their core PE dance unit and then built upon within Level 2 and Level 3 courses, developing students understanding by making connections to prior knowledge whilst rapidly building in complexity. We aim to develop thinking dancers through the appreciation of many different dance genres throughout their studies.

The rationale behind the sequencing of lessons:

The lessons are timetabled to allow students to explore dance holistically and understand how component 1 and 2 develops their skills for their final externally assessed unit - Component 3 'responding to a brief'. Do now tasks are used to check recall understanding of previously taught content that will then be developed within the lesson. Homework is used to consolidate learning and practise skills required e.g. extended writing tasks required within reviewing and analysis coursework criteria.

### **Implementation**

In Key Stage 4 the Dance curriculum is implemented as follows:

#### **Year 10**

The year 10 curriculum build on the KS3 dance units taught within core PE. students will learn by replicating professional repertoire, practical technique lessons, independent research, choreographic workshops and dance analysis lessons.

Learning professional repertoire in year 10 is important to develop understanding of different practitioners stylistic qualities in preparation for the competition of Component 2 at the start of year 11.

## **Year 11**

The year 11 dance curriculum sees the students complete the final two components for their course. Students will complete component 1 in the Autumn term and component 3 between January and April.

## **Impact**

The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils keep up with the curriculum, they are making progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.
- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to the vertical concepts that they have been developing in previous years and other subjects.
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit and can be used to identify any remaining gaps to be filled.
- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new content in the unit. These are used to identify gaps to be filled prior to teaching the new unit.