



# Dance Intent, Implementation & Impact

“Dance is the hidden language of the soul.” – *Martha Graham*

“The problem is not making up the steps but deciding which ones to keep.” – *Mikhail Baryshnikov*

## Our Vision-

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional, and intellectual capacity, whatever their previous experience in the subject.

The Dance curriculum recognises the role of Dance in young people’s lives and celebrates the role Dance can play in developing students, resilience, compassion, and respect. Students will work on a range of Dance styles as both a soloist and part of a group. The study of an anthology of professional works across both key stages will develop their ability to critically appraise professional dance works and provide a foundation for students to engage in practical tasks.

## Intent -

The Dance Department at Ratton has three core principles:

- the engagement and development of creativity through practical activities which foster teamwork, tolerance and empathy
- the acquisition of knowledge and critical awareness of Dance Performances as a cultural medium with distinct genres and eras.
- Dance at Ratton is a challenging and creative subject. The study of Dance offers pupils opportunities to develop crucial transferable skills such as communication and cooperation as well as the chance to explore a fundamental form of Human expression.

Pupils are encouraged to make connections between and study the development of, historical and political works and to recognise their influences in contemporary Dance performance.

The department aims to provide pupils with the opportunity to study a broad range of topics to develop curiosity, empathy, communication, and analytical skills. By teaching across a range of genres, historical eras and topics in a predominantly practical form, we aim to engage pupils and develop their creativity and self-confidence to support their intellectual and social development.

The department teaches Dance progressively across the two key stages, each unit of work building upon previous learning. Practical delivery takes place through a three-strand framework of Choreography, Performance and Appreciation. For the purposes of planning and assessment these are treated as separate strands, although they are frequently integrated in practice. Our aim is to include aspects of each strand in each unit of work.

**Choreography** encompasses the many processes and activities employed when exploring, devising, shaping and interpreting Dance.

**Performing** covers the physical, technical and expressive skills and knowledge displayed when performing.

**Appreciation** incorporates reflecting on both emotional and intellectual reactions to Dance. This reflection is deepened as pupils gain a knowledge and understanding of how Dance is created.

The department offers a range of extracurricular clubs and the opportunity for students to take part in performances across a range of genres.

## **Implementation -**

### **KS3**

Our aim at KS3 is to install an appreciation of Dance and to embed the knowledge and skills to prepare students for a potential Dance GCSE.

The curriculum at KS3 builds from a baseline assessment and an introduction to transferable skills at the start of year 7, through an exploration of several professional works, Dance styles and explorations of the choreographic process as students move through year 8 and into year 9.

In year 9 pupils are equipped with the necessary knowledge, understanding and experience to progress to GCSE Dance as an option should they wish.

Students in KS3 are assessed in terms 1, 3 and 5 their assessments will reflect their progress across the three elements of Choreography, Performance and Appreciation. Constructive feedback to students will be shared with them in lessons to support their progression to the next stage in their learning.

### **KS4**

During KS4 pupils study the AQA GCSE Dance specification. They have six lessons a fortnight.

In year 10 we introduce each of the three components of the GCSE and help pupils to understand how they complement one another. Students are introduced to six professional works through practical workshops and performances and will experience working in collaboration with other students. As students move through the course, they will develop analytical and evaluative skills and vocabulary, learn theatrical theory and explore the choreographic process. By the end of Year 10 pupils have developed two solo performances (15%), and a performance in duet/trio (15%) These performances are formally assessed in Term 2 of Year 11.

In year 11 Students complete a choreography project worth 30% of their final grade. They will also study a series of professional works and focus on examination skills in preparation for the final written paper which accounts for 40% of their final grade.

## Impact -

- Pupils will be clearly engaged and enjoy their Dance lessons and show a focused and committed approach to activities.
  - Pupils will have a wide base of knowledge by the end of Key Stage 3 and will develop an understanding and appreciation of theatre and performance as a cultural and commercial enterprise.
  - Pupils will demonstrate empathy with and tolerance of others they will develop their ability to work in a team.
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- Students will be successful in their assessments. They will be able to demonstrate knowledge and skills that they can apply and develop throughout their lives.
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- Students will be able to communicate clearly and effectively connections between the different genres and eras of professional works that they have been taught about.
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- It is our aspiration that SEN and disadvantaged students will achieve outcomes in line with their peers.
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- Thinking skills will be developed.
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- Students develop a wide understanding of many aspects of fundamental British values along with a well-developed SMSC awareness and knowledge.