



Statement of Intent

Every subject maximises the potential of each student, enabling them to become successful learners, confident learners and responsible citizens. We will ensure that all students are well prepared for life and work and are keen to make a positive difference to the world they live in.

GCSE Dance

Intent *Explain what is distinct about Dance and why it is important for our students to study it.*

Dance encourages creativity through physical movement and critical thinking. By analysing and encouraging reflection on both their own work and professional works from our Dance Anthology students learn to self-critique, compare and contrast their ideas and theories and think openly about how to create physical art. Students learn the technical foundations of dance including safe dance practise, physical and mental skills required in further educational dance training. RLS provides a well-rounded dance experience encouraging dancers to express themselves whilst using professional creative methods and self-reflection.

Skills *Detail the wider skills that Dance can deliver to our students, helping to prepare them for leaving RLS.*

Physical and Technical skills learned throughout the course will provide the foundations for further educational dance training. The building blocks include how to think like a dancer, a choreographer and a critic. Dancers are asked to think outside of the box and will learn to write with a critical mind. Learning to work well both collaboratively and innovatively with others is a key skill that is required when working within a team in any industry.

Purpose of Study *Look at the Dance programmes of study in the National Curriculum and define what this means for our students and their future*

Dance can provide an outlet, a way of expressing feeling and opinion. It allows for people to come together no matter the language or culture. To be able to tell a story without using words is an art form that is viewed and adored throughout the world. Students are able to underpin how professional dance works are created, why they are created and what the piece may mean to any audience. Critical thinking is applied through comparative writing and group discussion, encouraging reflection and constructive criticism.

By thinking creatively and working collaboratively students learn interpersonal skills that are key to working in a team environment. Students are able to gain a good foundation to any higher educational facility in the performing arts industry by building up their technical and physical knowledge of dance.

Aims *Look at the Dance programmes of study in the National Curriculum and define what this means for our students and their future*

The national curriculum for dance aims to ensure that all pupils:

- Understand technical dance terms and how to apply physical (such as flexibility, alignment and strength), technical (such as action, dynamics, spatial content and rhythmic content), expressive (such as projection and focus) and mental skills (such as response to feedback and rehearsal discipline) in order to improve safe dance practise and improve overall performance skills.
- Work independently and interdependently with others creatively on performance pieces. Developing creative ideas, motifs and phrases from the syllabus materials.
- Think and write critically, gaining understanding of widely used choreographic methods, including research and development and learning to write using dance terminology and intertwining this with personal opinion and ideas on the methods and professional works in the dance anthology.

Rationale *Explain Dance' rationale for the sequencing of the Dance curriculum. Why are KS3 and KS4 taught in the order that they are eg use of interleaving etc*

Year 9: Students begin to learn Physical and Technical Skills kinaesthetically throughout each practical lesson, building upon this knowledge with set written work. Through guided self-reflection students are encouraged to improve various skills and techniques. All set phrases are practiced and memorised with the aim to improve all elements of dance performance.

Throughout each half term students are introduced to one of the six dance professional works. Group discussions, physical workshops and collaborative creativity using specific motifs from each piece encourage students to remember action, dynamic, spatial and rhythmic content from each of the works. Students begin to write in a reflective and critical way using their knowledge of the dance specification to enhance their own ideas and theories of each piece.

Students also get the chance to work with professional choreographers and perform at the Hall for Cornwall.

Year 10: Students are given their options for their Choreography section of Component 1 for their final examinations. Students create a choreographic diary and use all skills acquired within the first year to inform their creativity and group work.

Set phrases are defined through enhancing physical, technical and expressive skills within practical lessons. Students are encouraged to work collaboratively and give constructive feedback to their peers within an inclusive environment where mistakes are seen as opportunities to learn and improve. Students recall all six professional works and focus on critical writing throughout the year ahead of their written exams in June.

Students also get the chance to work with professional choreographers and perform at the Hall for Cornwall.