

Year 9 Dance

Year 9 Dance aims to continue to inspire and build confidence through teaching a range of advanced dance techniques, styles and forms. Students will further develop their knowledge of the three core areas of the Dance curriculum; choreography, performance and appreciation. This year students will also begin to build on their knowledge and look towards developing their complexity in thinking in preparation for GCSE level. The three curriculum areas will be explored in more depth and learning will centre around the exploration of professional dance works to give students further insight into current dance performances and practices. Progression will be shown in their knowledge of appreciation by introducing concepts of productions as a whole (set/staging, lighting, costume, aural setting) and analysing choreography and performance within professional performances.

Methods of deepening and securing knowledge:	
Spaced practice	Throughout the year, the same three core areas of learning are revisited and built upon to allow students to progress in their skills practically and develop their knowledge in a structured way.
Retrieval practice	Retrieval is used throughout Year 9 to allow students to revisit and revise key skills and concepts from Year 8 and 9 in more depth. This is done through starter and plenary tasks in lessons (verbal/written/interactive), written booklet tasks and homework tasks.
Elaboration	Students elaborate and develop their knowledge and skills within practical elaboration every lesson and theory is completely embedded within practice in the studio with use of individual booklets.
Concrete examples	Exemplar performances and professional works are used to inspire and outline key objectives.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s):	Whole Class Performance Project (Musical Theatre) - Safe dancewear and environment - Nutrition and hydration - Expressive skills - Response to feedback - Capacity to improve	Introduction to Dance Production and Appreciation Individual practical workshops based on professional works. Introduction to Dance production: - Staging/set - Lighting - Costume - Props	Dance Production and Appreciation (1) Prof work 1: Shadows by Christopher Bruce. Analysis of movement and production features through practical exploration.	Dance Production and Appreciation (2) Prof. work 2: E of E by Kenrick H2O Sandy. Analysis of movement and production features through practical exploration.	Choreographic workshops An introduction to the stages of choreography through 'one-off' workshop style lessons and developing a creative idea from a stimulus.	Open Choreography Project Students choose a stimulus of their choice and work through the choreographic process as part of a pair/small group (Guided)

	- Rehearsal discipline - Mental skills within performance	- Aural setting - Performance environment				
Assessment	- Formative quizzing/retrieval tasks/peer and self-assessments/aim higher tasks. - Formative end of unit practical assessment.	Formal written assessment for AH1 (knowledge of performance: safe practice/physical skills/expressive skills/mental skills/features of production)	- Formative quizzing/peer and self-assessments/retrieval/aim higher tasks - Exam style formative assessment questions on 'Shadows'	- Formative quizzing/peer and self-assessments/retrieval/aim higher tasks - Exam style formative assessment questions on 'Emancipation of Expressionism'	- Formative quizzing/retrieval tasks/peer and self-assessments/aim higher tasks.	Formal written assessment for AH2 (Knowledge of choreography: process/RADS selection/devices/structure/form/choreographic intent/aural setting).

Homework:

Homework is a core part of learning and serves to support the learning in class, enrich the student experience and develop knowledge and skills. There are several types of homework set in Dance e.g. revision and retrieval tasks in individual booklets/research and planning for choreography tasks/reflecting on their own practice/responding to exam-style questions (3 – 6 marks) using scaffolds/supporting notes. Google classroom is used consistently to facilitate homework tasks. Language for Learning homework is central to Dance in Year 9. This is used as an opportunity to explore concepts in a wider context and use their findings within lessons practically Home learning will also be used for retrieval and revision of tier 2 and 3 vocabulary using the Knowledge Organisers.