

Year 12 Dance

Key Stage 5 Dance allows students to aspire towards higher education in dance or a career in the Performing Arts industry. Mastery is achieved in all core areas of the curriculum and students will become autonomous, self-regulated learners. In choreography, students obtain creative autonomy to generate their own professional works, drawing on their prior learning and influences to guide their knowledge and inspiration. Students will train more formally in specific contemporary and jazz techniques to explore the characteristics and philosophies of professional dance practitioners. They will gain performance experience in a variety of venues/performance environments and will develop their own professional performances to support them in auditions. Appreciation is developed further to focus on the professional practice of dance practitioners at an advanced level. Students will participate in professional dance workshops and observe performances live to gain insight into the Performing Arts industry in the UK today. They will also plan and deliver their own schemes of work and performance pieces to gain experience in the role of a professional dance practitioner.

Methods of deepening and securing knowledge:	
Spaced practice	Throughout the two-year course, the same three units of work are introduced and then revisited and built upon to allow students to progress in their skills practically and develop their knowledge in a structured way. The genres of jazz and contemporary are revisited sporadically throughout the two years and explored by focusing on different advanced techniques, styles and practitioners from within the genres.
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.
Interleaving	Knowledge and concepts from across all units of the Performing Arts course are interleaved throughout the Dance curriculum to allow students to draw on their prior learning and develop it in various Performing Arts contexts (e.g. Unit 17 [Dance] and Unit 32/Unit 2 [Core] – clear links in terms of Health and Safety legislations and safeguarding for teaching dance workshops).
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)	Unit 13: Dance Technique (Mandatory unit – 120 GLH) - Introduction to Cunningham Technique (contemporary) - Introduction to Cole Technique (Theatre Jazz) Unit 14: Dance Performance (Optional Unit – 120 GLH)		Unit 13: Dance Technique (Mandatory unit – 120 GLH) - Workshops/technique classes to support development of Unit 3 - performance practice (Graham/ Cunningham/ Horton/ Humphrey/ Duncan/ Kathak) - Introduction to Graham technique (contemporary) to support Unit 3		Unit 13: Dance Technique (Mandatory unit – 120 GLH) - Introduction to release-based techniques (contemporary)- Development of Jazz Technique (Musical Theatre/Fosse) Unit 14: Dance Performance	

	<ul style="list-style-type: none"> - Introduction to Jack Cole (Theatre Jazz) - Analysing and exploring Cole's style/context and final performance of 'Not Since Nineveh'. <p>Unit 17: Delivering Dance and Movement Workshops (Optional unit – 60 GLH)</p> <ul style="list-style-type: none"> - Introduction to risk assessments/safety/lesson planning/differentiation - Practice workshop delivery 	<p>performance practice unit (Alvin Ailey/Christopher Bruce)</p> <p>Unit 17: Delivering Dance and Movement Workshops (Optional unit – 60 GLH)</p> <ul style="list-style-type: none"> - Planning and delivery of one-off workshop and initial preparation for scheme of work delivery - Delivery of scheme of work and final submission for moderation of Unit 17 	<p>(Optional Unit – 120 GLH)</p> <ul style="list-style-type: none"> - Introduction to commercial Jazz and creation of commercial Jazz performance - Analysing and exploring Bob Fosse style/context and performance development of Sing, sing, sing choreography <p>Live performance and assessment (Jazz and Commercial)</p>			
Assessment	<ul style="list-style-type: none"> - Ongoing practical technique and performance reflection and aim higher feedback/response - Ongoing peer and self-assessment 	<p>Formal technique assessments: Jazz and Cunningham</p> <p>Live performance and assessment (Cunningham and Cole)</p>	<ul style="list-style-type: none"> - Ongoing practical technique and performance reflection and aim higher feedback/response - Ongoing peer and self-assessment 	<ul style="list-style-type: none"> - Ongoing practical technique and performance reflection and aim higher feedback/response <p>Internal moderation of Unit 17: Delivering dance and movement workshops</p>	<ul style="list-style-type: none"> - Ongoing practical technique and performance reflection and aim higher feedback/response <p>Live performance and assessment (Unit 3 Solos)</p>	<p>Live performance and assessment (Jazz and Commercial)</p>

Homework:

Students are set homework which directly relates to the development of their coursework outcomes and portfolio work. This can be researching practitioners and styles or further reading on a particular professional work or dance technique. A journal/log of their reflections and observations on lessons/workshops is also kept to allow students to constantly reflect on their progress and improve in their professional training. Students will also carry out research and planning for their own teaching practice at home and will be expected to spend additional rehearsal time in the studio to develop their practical work.