

## 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 7 and 8 in more depth. This is done through starter and plenary tasks in lessons (verbal/written/interactive), written booklet tasks and independent learning 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):	<b>Whole class performance project (Musical Theatre)</b> - Safe dancewear and environment - Nutrition and hydration - Expressive skills - Response to feedback - Capacity to improve	<b>Whole class performance project (Musical Theatre)</b> - Safe dancewear and environment - Nutrition and hydration - Expressive skills - Response to feedback - Capacity to improve	<b>Introduction to dance production and appreciation</b> - Individual practical workshops based on professional works, focusing on one area of production per lesson: - Staging/set - Lighting - Costume	<b>Dance production and appreciation (1)</b> Prof work 1: <b>Shadows by Christopher Bruce.</b> - Analysis of movement and production features through practical exploration	<b>Dance production and appreciation (2)</b> Prof work 2: <b>E of E by Kenrick H2O Sandy.</b> - Analysis of movement and production features through practical exploration	<b>Dance production and appreciation - further exploration</b> - Continuing to develop and extend knowledge and appreciation of production features through further analysis and exploration of

	<ul style="list-style-type: none"> <li>- Rehearsal discipline</li> <li>- Mental skills within performance</li> </ul>	<ul style="list-style-type: none"> <li>- Rehearsal discipline</li> <li>- Mental skills within performance</li> </ul>	<ul style="list-style-type: none"> <li>- Props</li> <li>- Aural Setting</li> <li>- Performance environment</li> </ul>			a variety of dance performances and works
Assessment	<ul style="list-style-type: none"> <li>- Formative quizzing/retrieval tasks/peer and self-assessments/aim higher tasks</li> <li>- Formative end of unit practical assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Formal written assessment for AH1 (knowledge of performance: safe practice/physical skills/expressive skills/mental skills/features of production)</li> </ul>	<ul style="list-style-type: none"> <li>- Formative quizzing/peer and self-assessments/retrieval/Aim Higher tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Formative quizzing/peer and self-assessments/retrieval/Aim Higher tasks</li> <li>- Exam style formative assessment questions on 'Shadows'</li> </ul>	<ul style="list-style-type: none"> <li>- Formative quizzing/retrieval tasks/peer and self-assessments/aim higher tasks</li> <li>- Exam style formative assessment questions on 'Emancipation of Expressionism'</li> </ul>	<ul style="list-style-type: none"> <li>Formal written assessment for AH2</li> <li>- Knowledge of choreography: process/RADS selection/devices/structure/form/choreographic intent/aural setting)</li> </ul>

**Independent Learning:**

Independent learning tasks are used as an opportunity to read and explore concepts in a wider context and use their findings within lessons practically. Independent learning tasks may also be research based tasks that aid the practical performance or designing/ creating something to support their work (e.g. masks/ costume/ music).