



Year 9 Dance

Subject Leader: Mrs Carly Howard

The Dance and Drama department have high expectations for all of our students. Our aim is to encourage and engage students to be creative and become confident in developing and performing work they have generated through enquiry, exploration and evaluation. The curriculum and enrichment provision provide students with the opportunity to explore and experience a broad spectrum of dance and theatre, developing their knowledge and understanding of dance and drama as art forms and developing life-long learning skills for independence, collaboration and communication. Using a holistic approach, our goal is to challenge young people, through the act of 'play' allowing them to explore ideas from different perspectives, develop empathy and a greater sense of the world around them.

Topics to be covered in Year 9

	Term 1	Term 2	Term 3
Topics to be covered	Dancer in Action • Warm up/cool down • Nutrition • Safe practice • Elements of dance	Styles of Dance • History • Practitioners • Elements of dance • Reviewing performance/process	Choreography Lab • Response to stimulus • Elements of dance • Choreographic devices • Choreographic form • Reflection and evaluation
Key vocabulary	Physical skills Expressive skills Elements of dance – ASDR Constituent features – set, costume, lighting, accompaniment	Constituent features – movement, set, costume, lighting, accompaniment Style, form, structure, purpose, context Physical skills/expressive skills	Elements of dance Motif, stimulus/brief, transitions, contrast, complementary, climax, binary, ternary, rondo
Skills to be developed	• Physical skills – posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation. • Technical skills, dynamic content, spatial content, relationship content. • Timing content. • Rhythmic content. • Movement in a stylistically accurate way.	• Analysis of constituent features. • Interpret choreographic intention of a professional dance work. • Application of choreographic techniques to reflect style.	• Choreographic process – researching, improvising, generating, selecting, developing, structuring, refining and synthesising. • Application of elements of dance. • Use of choreographic devices. • Structure and form.
Opportunities for revisiting previous learning	Low stakes quizzes, homework tasks, revision tasks, practical work requires continuous retrieval of knowledge/vocab applied to performance/choreography.	Low stakes quizzes, homework tasks, revision tasks, practical work requires continuous retrieval of knowledge/vocab applied to performance/choreography.	Low stakes quizzes, homework tasks, revision tasks, practical work requires continuous retrieval of knowledge/vocab applied to performance/choreography.
When will formal assessment of progress take place?	Week 6 – Skills audit and assessment Week 11 – Workbook submitted	Week 20 – Styles research Week 25 – Performance of chosen style	Week 37 – Performance and reflective log

Year 9 Useful Resources

Website Links:

www.bbc.co.uk/blast - Site for young people and the arts (page dedicated to dance)

www.yde.org.uk – Youth Dance England

www.artsaward.org.uk - Arts Award, a new accreditation which supports young artists and young arts leaders and leads to qualifications at level 1, 2 and 3.

www.nationaldancecats.co.uk – Centre for Advance Training (CATS). Local centre based at Dance East in Ipswich.

www.rambert.org.uk - Rambert Dance Company

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as is typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information:

If you would like to contact the Dance Department please email: dance@gilberd.com.

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