

Ridgewood High School – Curriculum Overview.



DANCE

Year Group	The Key Knowledge that will be explored is...	The Key Skills to be developed are... (Assessment Objectives?)	This will be assessed by... (Formative or Summative?)
7	<p>Head: Students will evaluate their understanding of key terminology. Alongside this they will be able to understand what it means to be a safe dancer, and how to use their body optimally for their own self progression.</p> <p>Heart: Students will develop a love of learning in Dance, understanding and appreciating their peers and professional's work. They will be able to welcome critical feedback and give progressive feedback to support their peers. They will learn the positive aspects of mistakes, challenge and cooperation for their own progression, along with positive mind-set and framing.</p> <p>Hands: Students will be able to put the following aspects into practice, to consistently review their own practice, learning the importance of fundamental skills in Dance.</p> <ul style="list-style-type: none"> • Warm-ups • Cool down • Effective rehearsals • Safe dance practice • Dance skills • Contemporary and Capoeira dance <p style="text-align: center;">RADS</p>	<p><u>What skills do I need as a dancer and why? (PERFORMING AND RESPONDING)</u></p> <p>Students will develop a range of introductory skills to dance developing their understanding of holistic development in dance. They will be introduced to the three strands of Head, Heart and Hands, encompassing a well-rounded learner.</p> <p>Aims include...</p> <ol style="list-style-type: none"> 1. To develop introductory dance skills 2. To develop an understanding of actions and dynamics 3. To develop an introductory understanding of choreographic devices 4. To apply safe dance practice 5. To evaluate self and peers using key terminology through What, How and Why? 	<p><u>Formative assessment:</u> Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation and short performances.</p> <p><u>Summative assessment:</u> Students will have a mid-point assessment in dance and an end of rotation assessment to assess progress. Students will be assessed through the Head, Heart and Hands Criteria, through practical performance and written evaluative evidence.</p> <p><u>Topics explored:</u> Contemporary Dance RADS Capoeira</p>

<p>8</p>	<p>Head: Students will explore physical thinking through creating movement for meaning. They will evaluate the effectiveness of their choices both singularly and with peers. They will be able to make clear changes to their own ideas to support a clear development of a phrase/motif with RADS</p> <p>Heart: Students will develop a love for creating choreography, understanding and appreciating their peers and professional's work. They will continue to welcome critical feedback and give progressive feedback to support their peers. They will continue to embrace positive aspects of mistakes, challenge and cooperation for their own progression, along with positive mind-set.</p> <p>Hands: Students will study a professional piece of repertoire, practically exploring the following areas...</p> <ul style="list-style-type: none"> • Relationships • Actions • Dynamics • Space • Swansong • Choreographic Devices • Contact work 	<p><u>How can I create for purpose and effect? (CREATING, PERFORMING AND RESPONDING)</u></p> <p>Students will learn how to develop movement with meaning, through choreographic development. Students will develop an understanding of theme and stimuli, making connections to how dance links to the outside world. Students will explore how to make their own decisions, and how these decisions will be evaluated to meet their own personalised effect.</p> <p>Aims include...</p> <ul style="list-style-type: none"> • To develop an understanding of choreographic devices • To apply choreographic devices • To develop an understanding of stimulus and theme • To set clear targets and link previous knowledge for context • To evaluate choreographic choices and the effect of these. 	<p><u>Formative assessment:</u> Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation and short performances.</p> <p><u>Summative assessment:</u> Students will have a mid-point assessment in dance and an end of rotation assessment to assess progress. Students will be assessed through the Head, Heart and Hands Criteria, through practical performance and written evaluative evidence.</p> <p><u>Topics explored:</u> Swansong Choreography Contact work</p>
<p>9</p>	<p>Head: Students will learn the fundamentals of Contemporary Dance, which they will use as a basis of technique and movement. They will then explore a piece of professional repertoire, analysing the choices made as a dancer and choreographer. When students begin to develop and manipulate the ideas of the repertoire, they will explore critical evaluation of their role as a dancer and choreographer.</p> <p>Heart:</p>	<p><u>What skills are needed in the dance industry? (CREATING, PERFORMING AND RESPONDING)</u></p> <p>Students will study a professional piece of repertoire, to expose them to the professional world of</p>	<p><u>Formative assessment:</u> Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation and short performances.</p> <p><u>Summative assessment:</u> Students will have a mid-point assessment in dance and an end of rotation assessment</p>

	<p>Students will learn how to appreciate professional work, stating their views and opinions clearly and using this to develop their own ideas and targets for holistic development.</p> <p>Hands: Students will put into practice the skills learned in Year 7 and 8, as a dancer and choreographer, and embrace challenge when asked to perform and develop professional repertoire. Students will also be encouraged to embrace creativity, and create a unique approach to RADS, broadening their movement vocabulary and pre conceived ideas of Dance. Students will learn to love challenge due to the positive outcomes of their own creativity. They will explore the following...</p> <ul style="list-style-type: none"> • The role of the choreographer • The role of the dancer • Performance and technical skills • Choreographic Devices • Motif development • Critical evaluation 	<p>dance. They will combine the skills built in Year 7 and 8 and apply them into real role scenarios in the performance industry. This will build skills in preparation for options choice. These include...</p> <ol style="list-style-type: none"> 1. To demonstrate the responsibilities of a dancer 2. To demonstrate the responsibilities of a choreographer 3. To develop choreography skills for intention and purpose 4. To apply feedback 5. To evaluate creative choices and set improvements for purpose and clarity 	<p>to assess progress. Students will be assessed through the Head, Heart and Hands Criteria, through practical performance and written evaluative evidence.</p> <p>Topics explored: Roles in the dance industry X2 Professional repertoire</p>
<p>10</p>	<ul style="list-style-type: none"> • Safe dance practice • Personal management and organisational skills • What are technical skills? • What are technical skills? • What are expressive skills? • What are stylistic qualities? 	<p>Autumn 1: How to be a successful dancer? Introductory unit in preparation for AQA GCSE Dance</p> <p>Students will learn the importance of safe dance practice, learning how to</p>	<p>Formative assessment: Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation, and short performances. Students will be provided feedback over homework (Teams), whole class feedback</p>

<ul style="list-style-type: none"> • Refining skills • Rehearsal and intervention skills • Skills Audits and self-reflection 	<ul style="list-style-type: none"> • Choreographic intent • Artistic intention • Features of production • Contemporary Dance • Site specific • Inclusive • Action content • Spatial content • Dynamic content • Relationship content • Style 	<p>look after their own mind and body in dance. Students will also learn about physical, technical, and expressive skills participating in workshops based on each of the professional works. They will also learn about the role of a dancer and choreographer.</p> <p><u>Autumn 2:</u> <u>How can physical, technical, and expressive skills enhance my performance?</u></p> <p>Students will learn about each professional work in detail, exploring choreographic intent, performance, and technical skills, alongside learning about features of production and structure and form. Students will study Infra and Artificial Things in detail.</p>	<p>and directed feedback to students.</p> <p><u>Summative assessment</u> Students will be assessed every half term twice, through a mid-point and end of term assessment. They will be assessed in the relevant unit. For example, if students were focusing on a heavily weighted choreography task, they would be assessed in Component 1 Choreography</p> <p><u>Formative assessment:</u> Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation, and short performances. Students will be provided feedback over homework (Teams), whole class feedback and directed feedback to students. Formative assessment will inform learning and prepare students for Summative assessment</p> <p><u>Summative assessment</u> Students will be assessed as a solo dancer as part of a group performance. They will be graded out of 12 marks based on their physical, technical, and expressive skills. Students will also be assessed on their component 2 knowledge of each work inspired by past papers.</p>
	<ul style="list-style-type: none"> • Choreographic devices • Contrast • Unison • Motif development • Manipulation of number • Lead and follow • Action and reaction 	<p><u>Spring 1 and 2:</u> <u>How can I communicate meaning through dance?</u></p> <p>Students will study another four professional works Within her Eyes and A Linha Curva. In Spring 2</p>	<p><u>Formative assessment:</u> Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation, and short performances. Students will be provided feedback over homework (Teams), whole class feedback</p>

	<ul style="list-style-type: none"> • Mirroring • Accumulation • Complementary • Counterpoint • Structure and form <p>Stimuli</p>	<p>students will study Emancipation of Expressionism and Shadows. Students will explore this work choreographically, exploring choreographic devices, elements of dance, constituent features and relationship devices. Students will use the work as inspiration to explore their choreographic skills. Students will also study features of production and performance elements.</p>	<p>and directed feedback to students. Formative assessment will inform learning and prepare students for Summative assessment</p> <p><u>Summative assessment</u> Students will be assessed as a duet dancer as part of a group performance. They will be graded out of 24 marks based on their physical, technical, and expressive skills. Students will also be assessed on their mental skills and attitude to rehearsal, alongside their choreographic skills 40 marks. Students will also be assessed on their component 2 knowledge of each work inspired by past papers. At this point we will have a well-informed picture of where the students is working at for each component.</p>
	<ul style="list-style-type: none"> • Physical • Technical • Expressive • Stylistic features • Grounded • BPM • Accompaniment <p>Action, Space, Dynamic and Relationship content</p>	<p><u>Summer 1 and 2: Performing as a solo dancer</u></p> <p>At this point students will have built confidence to perform as a solo dancer. Students will learn each of the set phrases, flux, breathe, shift and scoop. Students will become familiar with the grading criteria and develop their physical, technical and expressive skills through rehearsal, teacher and peer feedback. Students will learn to develop their own dance style which fits with the requirements of the GCSE.</p>	<p><u>Formative assessment:</u> Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation and short performances. Students will be provided feedback over homework (Teams), whole class feedback and directed feedback to students.</p> <p><u>Summative assessment</u> Students will be assessed throughout each phrase, receiving peer and teacher feedback. At the end of the summer students will perform a mock performance in their two set study works. Students will also be given revision time for all six professional works to practice their Component 2 exam.</p>

<p>11</p>	<ul style="list-style-type: none"> Component 1: Performance and Choreography Component 2: Dance Appreciation 	<p><u>Autumn 1 and 2:</u> How can we use stimuli to develop a performance? Working as a choreographer</p> <p>Students will recap their solo set studies and perform their final assessment. Once they have completed this, they use motif development to create a duet based on a stimulus. Students will learn how to communicate a narrative or idea. Students will then perform these for their final assessment.</p>	<p><u>Formative assessment:</u> Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation and short performances. Students will be provided feedback over homework (Teams), whole class feedback and directed feedback to students.</p> <p><u>Summative assessment</u> Students will be assessed every two weeks, receiving peer and teacher feedback. At the end of Autumn 1 students will perform a mock performance of their duet. They will then use this feedback to perform their final duet piece in Autumn 2.</p>
	<ul style="list-style-type: none"> Component 1: Performance and Choreography Component 2: Dance Appreciation 	<p><u>Spring 1 and 2:</u> How can I develop abstract choreography? How can I make impactful work?</p> <p>Students will create a group performance ready for their exam based on a stimulus. Students will need to create a programme note to support their choreography. Students will have a mock exam in Spring 1 and then Spring 2 perform their final choreography.</p>	<p><u>Formative assessment:</u> Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation and short performances. Students will be provided feedback over homework (Teams), whole class feedback and directed feedback to students. Students will need to keep revising using the revision tasks on teams.</p> <p><u>Summative assessment</u> Students will be assessed every two weeks, receiving peer and teacher feedback. At the end of Spring 1 students will perform a mock performance of their choreography piece. They will then complete their final performance</p>
	<ul style="list-style-type: none"> Component 1: Performance and Choreography Component 2: Dance Appreciation 	<p><u>Summer 1: Recap of Exam pieces</u></p>	<p><u>Formative assessment:</u> Students will be provided feedback over homework (Teams), whole class feedback</p>

		<p>Students will spend the whole of Summer 1 recapping each of the professional works along with key dance terminology. Students will take part in several mock exams to support their understanding of the exam.</p>	<p>and directed feedback to students. Students will need to keep revising using the revision tasks on teams.</p> <p><u>Summative assessment</u> <u>Component 2 Mock exam and final exam.</u></p>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Current Year 11 2022



<p>10</p>	<ul style="list-style-type: none"> • Safe dance practice • Personal management and organisational skills • What are technical skills? • What are performance skills? • What are stylistic qualities? • Refining skills • Rehearsal and intervention skills • Skills Audits and self-reflection <ul style="list-style-type: none"> • Research into the chosen style (history, context, and influence) Task 1: research log 	<p><u>Autumn 1:</u> How to be a successful dancer? Introductory unit in preparation for 227 Dance Technique unit Application to feedback</p> <p>Students will learn the importance of safe dance practice, learning how to look after their own mind and body in dance. Students will also learn how to self-reflect in depth, understanding how targets, evaluation and skills audits will assist in developing key technical and performance skills. Students will experience what it is like to work as a dancer/choreographer.</p> <p><u>Autumn 2:</u> Start of the internal unit 227 Dance Technique and Performance What is technique and why is it important for dancer development? Students will be introduced to the chosen style, where they will learn how to apply historical context of key practitioners work into practical exploration and demonstration. Students will develop contemporary dance technique, understanding the foundations and somatics of moving through an exercise. Students will need to apply their knowledge of rehearsal interventions when learning a particular practitioner's work</p>	<p><u>Formative assessment:</u> Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation and short performances. Students will be provided feedback over homework (Teams), whole class feedback and directed feedback to students.</p> <p><u>Summative assessment</u> Students will be assessed every half term twice, through a mid-point and end of term assessment. They will be assessed in the relevant unit. For example, if students were focusing on a heavily weighted choreography task, they would be assessed in 222 Choreography.</p>
------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • Workshops in the chosen style to combine theory and practice: assessment evidence: research log (key terminology). • Learning the first sequence in the chosen style. 		
	<ul style="list-style-type: none"> • Learning the second phrase • Rehearsing both phrases • Complete reflection milestones on the style and learning the exercises (Task 3) • Performance of the developed sequences in groups (Task 2) • Reflection essay of final performance (Task 3) 	<p><u>Spring 1 and 2:</u> How can I apply historical context practically?</p> <p>Students will learn to reflect on self and peer feedback, responding to teacher feedback. They will learn how to build physical thinking, and build embodied practice when studying technique, responding to much more than aesthetical technique. Students will also reflect on each of their rehearsals through written logs and discuss their chosen rehearsal interventions and the progress they have made by target setting.</p>	<p><u>Formative assessment:</u> Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation and short performances. Students will be provided feedback over homework (Teams), whole class feedback and directed feedback to students.</p> <p><u>Summative assessment</u> Students will be assessed every half term twice, through a mid-point and end of term assessment. They will be assessed in the relevant unit. At the end of unit 227, Dance technique students will be given feedback on their assessment and any re-submissions will take place.</p>
	<ul style="list-style-type: none"> • Different types of stimuli • Motif development • Motif development with relationships, actions, dynamics and space. • Self-reflection • Evaluating your creative choices 	<p><u>Summer 1 and 2:</u> What is a stimulus and how can it be effective in communicating an idea?</p> <p>Students will start preparing for their external exam next year ‘Live performance’. This will involve them learning how to respond to a stimulus and overriding theme which is released by the brief. They will learn the importance of motif development, different types of stimuli and accompanying features to accelerate their performance piece. They will also learn how to respond and reflect on their own creative choices and the effectiveness of this, making executive decisions to change or adapt for clarity of their ideas.</p>	<p><u>Formative assessment:</u> Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation and short performances. Students will be provided feedback over homework (Teams), whole class feedback and directed feedback to students.</p> <p><u>Summative assessment</u></p>

	Giving effective peer feedback.		Students will be assessed both practically and theoretically with choreography. This will enable informed and accurate teacher data in preparing students for the external assessment in year 11.
11	<ol style="list-style-type: none"> 1. What is Task 1? <ul style="list-style-type: none"> • What makes a good piece of research? • What makes an effective personalised aim? • What makes an effective production plan and assessment of the venue? • What makes a detailed risk assessment? 2. What is Task 2? <ul style="list-style-type: none"> • What does 2.1, 2.2 and 2.3 entail? • How do we create from a stimulus? • What makes an effective piece of choreography? • How to use a production plan effectively? 3. What is Task 3? <ul style="list-style-type: none"> • What does a comprehensive evaluation look like? • How do we use PEEL to effectively analyse our strengths and areas for improvement? 	<p><u>Autumn 1:</u> How can we create a performance from a brief?</p> <p>Students will learn how to read, interpret and develop an understanding of the RSL external brief, with tasks and grading criteria, giving them an informed understanding of what they external assessment needs them to do. Students will learn all three tasks in preparation for the November release and sit a mock exam in them, with feedback given on CWAG and how to achieve the next grade up.</p>	<p><u>Formative assessment:</u> Students will evaluate their learning each lesson and this will be assessed through questioning, independent study, observation and short performances. Students will be provided feedback over homework (Teams), whole class feedback and directed feedback to students.</p> <p><u>Summative assessment</u> Students will be assessed both practically and theoretically in a mock exam and given the feedback from this before October half term. This will enable students to see where they are working.</p>

	<p>How do we link our practical ideas to social and historical context in line with the overriding theme (brief?)</p>		
	<p>How to respond effectively to Task 1, 2 and 3?</p> <p>As these are controlled conditions students are expected to complete these tasks without directed teacher support.</p>	<p><u>Autumn 2, Spring 1 and 2:</u> How can we be effective in achieving our very best?</p> <p>The brief is released in November giving us 2- 3 weeks before starting it to prepare. Students will receive 10 hours of preparation time to collect research and start discussing ideas. They will then work through the tasks chronologically, task 1,2 and 3. In Autumn 2, students will have completed Task 1, collating their ideas and generating a stimulus from their concept tree.</p> <p>Students will have the whole of Spring 1 to create their performance piece alongside writing up their written logs. Students will then spend Spring 2 up until March rehearsing for their performance piece and writing their evaluation, Task 3.</p>	<p>The examiner will provide summative feedback to students based on the tasks sent off.</p>



Head

You will be able to develop a range of skills both creatively and critically

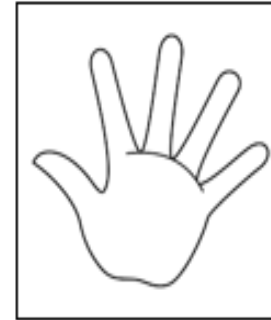
- Become a critical thinker
- Become a critical analyser
- Make decisions for yourself and your group
- Explore a range of creative ideas
- Take on and apply feedback



Heart

You will be able to develop empathy and understanding when working with others

- Appreciate different dance styles
- Contribute positively to our dance community
- Develop positive self image of ourselves
- Develop confidence



Hands

You will be able to develop a range of performance and choreographic skills

- Develop and apply skills
- Explore ideas practically
- Learn a range of dance techniques
- Learn a range of rehearsal techniques
 - Learn a range of choreographic skills