

Dance	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Spring 2
Year 7	<p>Greetings</p> <p>This unit has a contemporary dance focus that explores the way people physically greet each other across the globe. Using the professional dance work Greetings by Lea Anderson as a source of inspiration, students learn and perform the 5 basic body actions and explore how to create and develop a motif using basic choreographic devices</p>		<p>The Art of Dance</p> <p>Using the sculptural work of Andy Goldsworthy as a stimulus, students create and develop motifs exploring action, space, dynamic and relationship developments. Students will also be introduced to the concept of using a site sensitive performance environment.</p>		<p>Ghost Dances</p> <p>This unit studies the professional dance work 'Ghost Dances' by Christopher Bruce. Students will learn set repertoire with a focus on accuracy of technique. Students will create and develop motifs using Action, Space, Dynamics and Relationships with a focus on characterisation and communicating choreographic intent.</p>	
Year 8	<p>Black American Dance crazes</p> <p>This unit journeys through time, looking at all of the Black American Dance styles that have shaped and changed dance today. Starting with the Cakewalk we explore the influence of African dance on modern dance and then move on to study the Charleston, Lindy Hop, Twist, Disco dance and finally Break Dance.</p>		<p>Technical Phrase- Breathe</p> <p>Students study a set technical dance phrase. Students will learn the dance in small sections with a focus on development of their physical, technical and expressive skills in performance.</p>		<p>Emancipation of Expressionism</p> <p>This unit focuses on the professional Hip Hop work, Emancipation of Expressionism by Boy Blue Entertainment. Students will gain a strong understanding of the key themes of the piece and learn set repertoire. Students will develop key motifs from the work exploring space and relationships.</p>	
Year 9	<p>Shadows</p> <p>This unit explores a politically aware dance work with a historical narrative. Students will study the key themes of the work and create short dances focusing on the relationship between dance and music using the classical accompaniment, Fratres by Arvo Part. Students will also study choreographic structure and form.</p>		<p>Group Choreography Challenge</p> <p>This unit will encourage students to work in small duo/trios to explore the choreographic process in response to a given stimulus. Students will work through the choreographic process, creating their own motifs, employing choreographic devices and finally refining ready for performance. Students will also select their own accompaniment and will be encouraged to explore a range of different aural settings.</p>		<p>Windrush</p> <p>This unit is based on the first contemporary dance work to explore the narrative of the arrival of SS Empire Windrush by Phoenix Dance Theatre. Using the poem 'You called, and we came' by Laura Serrant as a stimulus, students will create their own short dances exploring the Windrush narrative.</p>	
Year 10	<p>Dance Technique</p> <p>This unit focuses on developing student's physical and technical dance skill, through the study of 2 set technical dance phrases. Students will analyse their starting points, set goals and explore how to improve their physical and technical skill over time. Students will perform solo to an audience at the end of the unit.</p>		<p>Ensemble Dance</p> <p>This unit aims to introduce and develop learners' skills in a range of dance styles and improve their ability to reproduce and perform technical movements with a group. The purpose of this unit is to enable the development of dance technique and performance and style. Students will have an opportunity to identify the dance style where their strengths lie and form an ensemble within this genre for assessment next term.</p>		<p>Ensemble Dance- Assessment</p> <p>During this term students will rehearse and perform in their chosen dance genre demonstrating their understanding of stylistic specific technique. Students will then reflect on the performance and their own contribution and identify strengths and areas for development. Students will finally describe what they most enjoyed and found most challenging about the style</p>	
Year 11	<p>Preparing for the Live Assessment</p> <p>This unit focuses on preparing students for the live assessment unit next term. Using the previous year's brief, the aim of this unit is to give learners the opportunity to explore all of the skills required for a live performance. These range from planning, rehearsing and executing the performance itself to the reflection required post-performance to ensure continual development as performers. Students will be given a range of different workshops exploring the best ways to approach the planning, choreographic and rehearsal process including: Exploring personal aims, production planning, health and safety (including risk assessment) for performers and audience, roles and responsibilities in production, rehearsal management and reflection, set and lighting design, costumes and props, staging and ensuring the performance created effectively meets the demands of the brief provided.</p>		<p>CAPA Live Assessment</p> <p>Under controlled conditions students will plan for and devise their own dance performance in response to a set brief. Students must:</p> <ul style="list-style-type: none"> Describe personal aims in relation to the live performance including their own image, repertoire and audience expectation. Propose ideas for the performance that incorporates dance Produce a production plan to meet the needs of an agreed brief Analyse Health & Safety issues in the context of a live performance Work with others to plan and rehearse the performance Present a performance to a target audience Demonstrate dance skills during the performance Review their performance in the light of feedback Suggest ways to improve future performances 			