



Subject: Dance

Curriculum vision

The Dance curriculum at Avonbourne Academies ensures that students receive a broad and balanced understanding of dance history, culture and the integral part dance as an art form plays in developing creativity and confidence. In every lesson students are challenged physically and creatively alongside the development of powerful knowledge to help them to form opinion and critically appreciate their own and others' work.

At the heart of dance is creativity. At every key stage in the Avonbourne Academy dance curriculum, students choreograph and compose using their bodies as their instruments to convey themes, narratives and abstract ideas. Developing choreographic capability is fundamental within dance's role on the curriculum. Creative dance students are characterized by being motivated and ambitious to change things for the better, including their own capabilities. Dancers at Avonbourne are focused on mastering their art form and demonstrate self-discipline and determination through rehearsal and practice. Avonbourne dancers are confident in the validity of their own viewpoint, able to apply a creative process to other situations and able to lead and work well with others.

Our diverse and inclusive dance curriculum explores a vast array of different dance styles, cultures and traditions from all over the world. This helps with students' realisation that they are part of a wider community and stimulates a sense of belonging. Avonbourne Academies is not a single entity. We are a family of schools supporting the needs of a community of families, and dance has a vital role to play in pulling together this community in celebration and performance work that inspires, educates, entertains and showcases the vibrant talent within our schools.

Dance education at Avonbourne allows for the exploration of themes and contexts that are relevant to young people and the wider curriculum. Students become open to new ideas and develop lateral thinking skills. They can hypothesize and explore multiple viewpoints. This ability to think laterally broadens their perspective so that they see links across the curriculum which in turn can deepen their knowledge and understanding. In Dance we actively seek to stimulate this scaffolding dimension so that students can recognize patterns in their learning and the connections between different topics and subjects where relevant. This greater depth of understanding accelerates progress and leads to high levels of achievement as a result.

The dance department maintains an outstanding track record of results for all students including vulnerable groups. In dance we are a small team of teachers who lead a culture of lessons that are engaging, rigorous, challenging and stimulating. Curriculum in dance is tailored to engage various genders, age groups and ability levels so all students can enjoy dance and achieve highly.

By studying dance students are enthused with a love of movement. Participating in physical exercise and building confidence in their physical literacy has the additional impact on personal wellbeing, mental health and self-esteem for Avonbourne students. This in turn builds the resilience and strength in students to be flexible, adaptable and function well in uncertainty, so that they are economically viable citizens no matter of background or circumstance. Dance at Avonbourne develops the whole child. As well as helping students physically, dance at Avonbourne fosters cognitive development and benefits students' emotional wellbeing, helping them to become active social participants both currently and in their futures.

Curriculum Overview

Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Music video Introduction to Actions Dynamics and Space	Year 7 unit 1 begins with an introduction to three of the four basic concepts of movement, the exploration of actions, dynamics and space. Using the stimulus of a popular music video to inspire a wide range of key actions, students learn how to link these actions together and then how to vary and add interest to these movements by exploring space.	Around the World Actions, dynamics and Space continued	Year 7 unit 2 builds on unit 1 with further development of actions, dynamics and space knowledge. In this unit students learn about how action and space vary through different dance styles and cultures from around the world. Students find out about traditional dances and enjoy a fortnightly trip to a different country in dance each lesson widening their understanding of the origins of dance and appreciation for different cultures.
Year 8	The Greatest Showman Introduction to Physical Skills	Year 8 unit 1 begins with the exploration of physical performance skills. We take inspiration from The Greatest Showman, the musical film. Students observe and analyse what effective physical skills look like in dance and focus on improving these through their own practice. Inspiration for class routines comes from The Greatest Showman and repertoire from the musical, students are challenged to develop the physical skills and begin to develop their technique week on week.	Contemporary Choreography Introduction to Expressive Skills	Following the exploration of physical skills in unit 1, Year 8s begin to look at performance artistry and the use of expression in unit 2. Through the contemporary dance style students are given a variety of starting ideas and routines and then develop their ability to use expressive skills to effectively communicate ideas, themes, moods and meanings to an audience. This vital skill base compliments the work done in unit 1 and begins to develop students as performers.
Year 9	Group Performance Piece Movement Components	In preparation for GCSE performance work Year 9 unit 1 begins with a group performance piece. Students use their knowledge of movement components and performance skills to create and prepare for a whole class performance. This is key for Year 9 as students prepare for GCSE and students need to learn to work in larger groups in performance. Choreography for the piece is created by both students and teacher combined introducing them to the effective use and implementation of movement components.	Group Performance Piece Movement components	This unit of work continues from unit 1 to allow enough lesson time to create an effective piece of performance work. In addition to performance skills and movement components students also learn rehearsal discipline and rehearsal skills ready for their first whole class performance.
Year 10	Section A Introduction Performance skills and hypothetical choreography	Year 10 unit 1 introduces students to the first aspect of their GCSE Dance written paper which focuses on personal practice, dance technique and choreography knowledge. This unit is vital is essential at the start of the course in developing students initial dance technique, knowledge and understanding of performance skills. This unit also enables an initial teacher assessment of students' GCSE practical ability as it includes prescribed GCSE movement content set by the exam board.	Professional Dance – Work 1 A Linha Curva	Unit 2 introduces Year 10 students to their first GCSE professional work. The piece, A Linha Curva, is based around Brazilian Culture and explores a variety of dance styles including Samba, Contemporary Dance, Contact work and Capoeira. This unit introduces students to in depth analysis of professional dance, students begin to build opinions as dance critics and analyse aspects such as costume, set design and music. A Linha Curva is explored both practically and



				theoretically and introduces students to written exam based analysis questions.
Year 11	Professional work 5 and Performance 1 preparation	Year 11 Unit 1 combines theoretical study of the penultimate professional dance work, Artificial Things. This unit also involves preparation for practical exam 1 which is taking place at the beginning of November. Practical exam 1 encompasses two set solo performances and a trio performance and is worth 30% of the overall grade. Ensuring completion of this aspect during term 1 enables students to tick this element of the course off and allows for focus on the choreography unit and written paper for the rest of Year 11.	Practical Exam 1 and Mock revision	Final rehearsal for practical exam 1 take place during this half term alongside revision sessions for the first full GCSE mock paper at the end of November.
Year 12	Introduction to both compulsory and optional areas of study and professional solo study 1& 2	Year 12 Unit 1 introduces the students to their two study areas for A Level dance. Half of the theory lessons will be dedicated to the compulsory study area of Ballet Rambert and the other half to developing understanding of the Independent Contemporary Dance Scene in Britain. Practical work will link to the relevant areas of study. In half term 1 we explore the dance style of Richard Alston.	Areas of study work continued	Year 12 Unit 2 continues to develop students understanding of the study areas. We explore the work of Matthew Bourne as part of the Independent contemporary dance scene in Britain and take a greater in depth look at Ballet Rambert's policy changes and works that took place between 1966 – 2002. Practically we continue to develop the Richard Alston solo performance piece and also learn a Matthew Bourne solo inspired by his work The Car Man.

Curriculum Overview

Term 2

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	Street Dance Introduction to Dynamics	Year 7 unit 3 focuses on their skill development in a street dance style. Theoretically we build on students' knowledge of movement component and focus on implementation of dynamics in dance. This unit builds on some of stylistic aspects learnt in their African dance lesson in unit 2 but advances their use of isolation, arm gesture and floorwork. In addition, students learn about the development of urban dance styles and the variety and contrast that this popular and current genre of dance style has to offer.	Lindy hop Key definitions and dynamics	In unit 4 we travel back in time o the 1940's and 50's to explore a social style of the time called the Lindy hop. This lively and upbeat dance style contrasts considerably to the street dance work covered in unit 3, it therefore challenges students' versatility, ability to vary postural aspects of the style and most importantly to perform with a different range of dynamic qualities. This unit advances students' ability to work within a group and introduces students to partner and contact work.



<p>Year 8</p>	<p>Dance Through The Decades Introduction to Physical Skills</p>	<p>Year 8 unit 3 takes our students on a journey through time as they gain insight into how dance has developed decade by decade. We begin in the 1920's with The Charleston and work our way through the progression of social dance styles every 10 years. This fun and energetic unit challenges the students to dance in a different style week by week, testing their ability to vary the movement content. Students learn about a series of physical skills and their relevance to each style studied.</p>	<p>The Nutcracker Introduction to Expressive Skills</p>	<p>Unit 4 focuses on characterisation as students learn a mixture of repertoire from Matthew Bourne's the nutcracker. Each lesson we focus on a different character from the piece, discuss the relevance of movement content in relation to each character and explore expressive skills as a focus for improving students' characterisation. This unit exposes students to studying a specific professional dance work for the first time, students will have the opportunity to form opinions and be dance critics throughout.</p>
<p>Year 9</p>	<p>The Greatest Dancer 1 Expressive Skills</p>	<p>This half term we focus on students' ability to use expressive skills to engage an audience and communicate a variety of themes. This is an essential skill at GCSE level and the first time that students have to communicate a choreographic intention. Each lesson students will take inspiration from a dance piece performed on the hit BBC TV show The Greatest Dancer. Dancers and themes are selected from the show and students are required to perform and create movements that relates to each theme. Movement content for this unit challenges students in preparation for GCSE and involves more complex use of action, space and dynamic.</p>	<p>Dance Moms Physical Skills</p>	<p>Year 9 continue to build on their performance skills in unit 4 as we focus on the aesthetic and physical aspects of dancing. Students challenge their ability to perform with increased physical skills such as; coordination, balance, flexibility, control and strength. The routines take inspiration from the hit TV show Dance Moms, students begin to equip themselves with the capacity to learn movement quickly and accurately at a pace that matches the expectation for GCSE study.</p>
<p>Year 10</p>	<p>Set Solos and Anthology Work 2 Performance skills and Emancipation of Expressionism</p>	<p>In unit 3 Year 10 students learn their first practical aspect of coursework. The two set solos, Breathe and Shift. These highly technical practical elements of the course challenge student's performance skills, accuracy and timing. These solos are choreographed by AQA and are performed by all students completing the AQA GCSE Dance course. Students learn the importance of precision and clarity of movement and perform in small groups by the end of the half term. The second aspect of study in Unit 3 focuses on students beginning to learn their second anthology work Emancipation of Expressionism and is continued into Unit 4 in SPR 2.</p>	<p>Professional Dance – Work 2 Emancipation of Expressionism</p>	<p>Unit 4 continues to explore the second GCSE professional work. The piece, Emancipation of Expression, is a Hip-Hop dance piece that focuses on the idea of putting Hip-Hop dance into a theatrical setting, exploring themes of chaos and order and a journey to find expressionism. This unit introduces students to in depth analysis of professional dance, students begin to build opinions as dance critics and analyse aspects such as costume, set design and music. Emancipation is explored both practically and theoretically and challenges students to written exam-based analysis questions.</p>
<p>Year 11</p>	<p>Professional work 6 and Performance 1 preparation</p>	<p>Year 11 Unit 3 combines theoretical study of the final dance work, Shadows. This unit also involves preparation for practical exam 2 which is taking place in March. Practical exam 2 requires students to create a choreography each based on a given stimulus. Ensuring completion of this aspect during the spring term enables students to meet the exam board deadline and have the most time preparing for the written exam for the rest of Year 11.</p>	<p>Practical Exam 2 and Mock revision</p>	<p>Final rehearsal for practical exam 2 (Choreographies) takes place during this half term alongside revision sessions for the second set of GCSE Mocks at the end of February.</p>



<p>Year 12</p>	<p>Areas of study key practitioners</p>	<p>Unit 3 for Year 12 continues to explore key practitioners within both areas of study. As part of our study of Ballet Rambert during the time period of 1966 – 2002, we explore the work and style of American choreographer Glen Tetley, his impact and influence on the development of the Rambert style. As part of the Independent Contemporary Dance Scene in Britain (ICDSIB) we complete our study of Matthew Bourne and begin our first look at the work of Akram Khan.</p> <p>Practically during this half term we begin to learn two new solo performances; a solo in the style of Akram Khan and a solo in the style of Christopher Bruce who was heavily influenced by Glen Tetley.</p>	<p>Areas of study key practitioners continued</p>	<p>Unit 4 is a continuation of Unit 3 and key practitioners. For the ICDSIB unit we continue to explore the works of Akram Khan. For Ballet Rambert we revisit Richard Alston exploring his works, stylistic influences and use of music.</p> <p>Practical we continue to develop the Akram Khan and Christopher Bruce solo pieces but revisit the Alston solo also.</p>
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Curriculum Overview

Term 3

	<p>Summer 1</p>	<p>Why this? Why now?</p>	<p>Summer 2</p>	<p>Why this? Why now?</p>
<p>Year 7</p>	<p>The Magic of Musicals (Dance relationships)</p>	<p>In Year 7 unit 5, we explore the fabulous and fun world of musical theatre and learn how dance as an integral part of every musical can help to portray characters, stories and themes for the audience. We study a different musical each lesson, learning movements from each and discovering how each dance changes dependent on the story we are trying to tell. Students learning focuses on understanding dance relationships and how to work together as an ensemble to present the most effective performance.</p>	<p>Contemporary Choreography (Dance relationships)</p>	<p>In the final unit of work in year 7 student consolidate the learning they have done over the course of the year on the four components of movements and performance. Students demonstrate their understanding by choreographing their own dances based on given themes.</p>
<p>Year 8</p>	<p>Social Media (Dance relationships)</p>	<p>In Year 8 unit 5 we explore the trends and dance crazes of the social media world. Students learn dances in a variety of different dance styles and explore how the use of dance relationships such as contact, mirroring and action reaction can further engage an audience. We explore how these dance relationships can mimic ideas of split screening and special effects used in social media technology.</p>	<p>Choreography Skills (Stimulus exploration)</p>	<p>In the final unit of work in year 8 student consolidate the learning they have done over the course of the year on the four components of movements. Students demonstrate their understanding by choreographing their own dances based on given themes.</p>



Year 9	The Greatest Dancer 2 (Choreographic Devices)	Exploring the work of The Dane Bane's Collective who are a highly skilled act who featured as part of the BBC's Greatest Dancer competition we explore a range of different choreographic devices and their impact on a group performance piece. Students will learn dance motifs in a range of dance styles and learn how to apply choreographic devices to their own work.	Dance Moms (Performance Skills)	The final unit of dance in Year 9 is all about enjoyment, engagement and having fun. We replicate a number of iconic dances from the American hit TV show Dance Moms and focus on our ability to perform using the full range of performance skills to enhance performance and engage an audience.
Year 10	Professional Dance - Work 3 Infra	Unit 5 introduces Year 10 students to their third GCSE professional work. The piece, Infra, choreographed by British Choreographer Wayne McGregor and performed by the Royal Ballet is based on Inferences and seeing below the surface of things. The work explores a range of human relationships and the idea of what goes on behind closed doors. Students continue in depth analysis of professional dance, continue to build opinions as dance critics and analyse aspects such as costume, set design and music.	Stimulus based Group Choreography Movement components, choreographic devices	In the final unit of Year 10 students explore stimulus-based choreography. Students work in small groups to plan and create a two-minute dance based on a given stimulus. The stimuli are taken from past exam papers and provide students to explore choreographic approach and develop their choreographic skills prior to their actual choreographic exam in Year 11.
Year 11	NEA: Choreography Knowledge and Anthology Revision	In the final term of GCSE Dance in Year 11 we focus on completing the NEA choreographies for every student and ensuring they are equipped with the knowledge and understanding of choreography to be able to answer exam-based questions on this area of the course. In addition, we revisit all six of the professional dance works and revise in preparation for the long answer essay questions in their June written exam.	GCSE Dance Exam preparation	Final stages of exam preparation and revision happen within this last half term. This is guided by student need following spring mocks and in class assessments.
Year 12	Areas of study revision, Group Choreography and Quartet Performance	This term focuses on written exam preparation based on the areas of studied during term 1 and 2. Students will also be tasked with creating a group choreography based on a stimulus given from an AQA past paper. During the final term we also start to create our quartet performance piece ready for Year 13.	Areas of study revision, Essay Technique, Group Choreography and Quartet Performance	This term focuses on written exam preparation based on the areas of studied during term 1 and 2. Students will also be tasked with creating a group choreography based on a stimulus given from an AQA past paper. During the final term we also start to create our quartet performance piece ready for Year 13.

<p>Extracurricular Opportunities (competitions, associations and clubs)</p> <p>Avonbourne Dance Juniors – Year 7 & 8 Dance club</p> <p>Avonbourne Dance Seniors – Year 9, 10 and 11 dance club</p> <p>Avonbourne Dance Company – G&T Year 9, 10 and 11</p>	<p>Revision Guides</p> <p>Artspool GCSE Dance Revision guide</p> <p>Blog – A-Level Dance Guides (wordpress.com)</p>
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Academic Reading

The Intimate Act of Choreography – Lynne Anne Blom

Dance Composition - Jacqueline M/Smith-Autard

Understanding Dance – Linda Ashley