

## **Curriculum Intent – Religious Education**

Dance, as a discreet subject at Horizon, is more than the exploring of different ways to make a shape or learning a series of steps to music; it is a way of moving that uses the body as an instrument of expression and communication. Through dance, students are provided with a safe place to express themselves, learn teamwork, focus, and improvisational skills. Dance gives students a creative outlet for ideas and feelings.

Through Dance students improve their social skills and develop the ability to communicate with others. They experience teamwork and learn how to develop trust and cooperation when working with others and learn how to think creatively, developing solutions to problems as they arise. Students will acquire knowledge and skills through dance research and will gain an appreciation of all styles of dance from different genres and cultures. Students will develop a deep understanding of their own bodies and how they can move, as well as an appreciation of the physical demands of dance and the discipline and training needed to develop these skills. Students will develop confidence in performance through being exposed to performances in many different environments.

Our Key Stage 3 curriculum far exceeds the expectations of the National Curriculum requirements for Dance, which falls within Physical Education. In Year 7 students begin by learning basic dance vocabulary that they will need to understand during their whole time within dance. They use the method of *dance by chance* (Merce Cunningham) which enables them to work more quickly to create simple sequences of dance. They use choreographic devices to develop these into more creative and sophisticated sequences of movement in small groups. Students then study dance through the decades which allows them to appreciate how dance has evolved through time. Y8 students study the concept of a stimulus and how to use the vocabulary and skills developed in Y7 to devise a creative response. In Year 9 students are challenged with more difficult professional repertoire and technique classes, are asked to evaluate their work and the work of professionals, and are required to devise from a stimulus, justifying their creative choices. These skills equip learners for the demands required for further study.

At Key Stage 4 students study the BTEC Tech Performing Arts Award with a Dance pathway. This qualification allows students to be successful when performing across a large range of styles and, therefore, fits our versatile cohorts of dancers particularly well. Many Performing Arts colleges offer vocational qualifications in Dance and so this qualification prepares students with an interest in progressing further in the performing arts. The Tech Award comprises three units and students are asked to research and evaluate professional works, to learn professional repertoire and evaluate their progress to create their own unique response to a stimulus set by the board in their external exam. By completion students will have developed an understanding of the terminology and skills needed to create and appreciate dance. Having developed their practical ability in a range of styles and developed a sense of their strengths and areas for development as a whole dancer, students will be able to use choreographic devices and techniques to develop material creatively in a range of styles. Students should understand and appreciate the choreographic approaches of different practitioners, how their unique style helps to shape their work and ultimately be able to perform confidently in front of an audience.

Students are encouraged to be independent learners, and this is most evident in the first phase of the lesson where students conduct their own personal warm up. Lesson content revolves around the "Big Questions" that link to the skills or knowledge that students should be able to gain during the course of the lesson. Students are often taught short sequences of choreography that is tailored to both support and challenge every student when needed, modelling is used to show good technique and examples of

where students need to be more accurate in their execution of the skill. Students will develop material using choreographic techniques and their own ideas as part of every lesson and will perform as part of mini tasks and more structured assessments. Students will work within groups but are assessed individually, allowing them to see how they contribute to their wider group. Students will work towards two main assessment points within a unit of work and receive feedback in the form of a visual Bingo grid resource. This allows students to quickly identify their strengths and weaknesses and to understand how to improve them. The criteria students are assessed on cover all skills needed for success at KS4 including an understanding and knowledge of dance terminology, technical and interpretative skills in performance, choreographic ability, and their contribution to a working group.

To support students' development as dancers and to build cultural capital we have a vibrant extra-curricular programme featuring several award-winning dance companies. We have one of the largest boys dance companies in a school in the UK, we are very proud of this and this has ensured that we have made significant progress in ensuring that boys feel confident in pursuing dance and has seen the success of boys in dance grow year on year: Students are encouraged to take part in these companies from Y7-11 and as part of this get the opportunity to work with professional choreographers, visit professional venues and to develop skills and techniques in several styles of dance. We have strong links with the South Yorkshire Dance Hub, Yorkshire Dance and the Northern School of Contemporary dance. Our students audition each year to be part of the NSCD CAT scheme and the South Yorkshire Youth Dance company, with many being selected. We work with a number of professionals who deliver workshops with our students, developing their technique and creativity. We also perform at a number of public events and platforms, giving students the performance experience needed for success.

The Dance offer at Horizon really does enhance their skillset and confidence and ensures that they approach curriculum dance with passion, drive and the skillset needed for success.