

Year 9 Dance Depth Curriculum

INTENT: Year 9 is the bridging year between the transition and induction phase and qualifications phase. Students will be exposed to a range of dance styles, techniques and practitioners to be able to utilise in their later studies. We will also focus on theoretical knowledge, and dance appreciation. This phase promotes collaborative ensemble creativity, independent thinking, problem-solving skills, as well as stress resilience to be able to handle the challenges of performance. The Dance bridging curriculum ensures students experience depth in the curriculum.

Half Term 1
Foundation Technique and Performance

Half Term 2
Group Choreography

Half Term 3
Foundation Technique and Performance

Half Term 4
Group Choreography

Half Term 5
Anthology and Further Technique

Half Term 6
Solo Choreography

Why teach this here?	Why teach this here?	Why teach this here?	Why teach this here?	Why teach this here?	Why teach this here?
This unit allows the department to assess students on their physical capabilities of performance, cross referencing against the physical skills required in their further studies. This enables us to plan for individual progression for each student and set necessary targets. Dancers will be exposed to a range of challenging techniques, such as Pliés, relevé and grand battement, and will have experience of performing in a simulated dance assessment.	This unit builds on the choreography skills developed within the transition and induction phase but refines these ideas in line with progression in Dance. Students will be able to use the work to understand how to choreograph unique dance performances.	This unit allows the department to assess students on their physical capabilities of performance, cross referencing against the physical skills required in their further studies. This enables us to plan for individual progression in each student and set necessary targets. Dancers will be exposed to a range of challenging techniques, such as Pliés, relevé and grand battement, and will have experience of performing in a simulated dance assessment.	This unit builds on the choreography skills developed within the transition and induction phase but refines these ideas in line with progression in Dance. Students will be able to use the work to understand how to choreograph unique dance performances.	This half term will be taught as 2 separate units, Further technique and Anthology. Further technique is set to develop students' techniques further, working on the Physical Skills targets set in half term 1 or 3, Anthology is theoretical dance appreciation work where students will analyse, interpret and evaluate their own work demonstrate their knowledge and understanding of a professional Dance piece from a selection of cultures and styles.	This unit will link all previous units together. Students will be required to choreograph and perform 2 separate dances, one in the style of the dance practitioner studied in half term 5, and one in response to a stimulus. Here students will be studying styles from a variety of sources, influence, cultures and styles. This will heavily focus on the Expressive and Mental Skills.
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Perform dance, reflecting intention through physical, technical and expressive skills.	Create dance, including movement material and aural setting, to communicate choreographic intention. Demonstrate knowledge and understanding of choreographic processes and performing skills.	Perform dance, reflecting intention through physical, technical and expressive skills.	Create dance, including movement material and aural setting, to communicate choreographic intention. Demonstrate knowledge and understanding of choreographic processes and performing skills.	AO1: Perform dance, reflecting intention through physical, technical and expressive skills. AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements	AO1: Perform dance, reflecting intention through physical, technical and expressive skills. AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.
Teaching this here supports:	Teaching this here supports:	Teaching this here supports:	Teaching this here supports:	Teaching this here supports:	Teaching this here supports:
Solo Performance. Previous work undertaken in year 7 and 8 to perform work always focused on expressive skills and relationship content. Students have yet to experience a solo performance.	Group choreography where students are to respond creatively to an externally set stimulus, to choreograph their own complete dance.	Solo Performance. Previous work undertaken in year 7 and 8 to perform work always focused on expressive skills and relationship content. Students have yet to experience a solo performance.	Group choreography where students are to respond creatively to an externally set stimulus, to choreograph their own complete dance.	GCSE Dance Technique and performance in component 1, as well component 2 – Dance appreciation and anthology.	GCSE Dance component 1 – Choreography and performance, where students will be required to remember more than one performance and perform these effortlessly