

Overall Impact Statement

Dance is an artform, a practical activity and an intellectual discipline. Performing Arts at Sandbach School aims to foster a lifelong love of the Arts through working collaboratively together creatively in groups of various sizes. Performing Arts will provide a safe context to explore human concerns and relationships, social wellbeing, personal maturity and emotional literacy. We aim to nurture a wide range of creative thinking and teamwork skills which can be applied across multiple employment sectors, as well as equipping students with the ability to work professionally in the cultural and creative industries.

**INTENT**

**Qualifications Phase**

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

Students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

**Transition Phase**

Pupils will be taught to:

- Perform using facial expressions, posture, gestures and movement.
- Perform a variety of dance styles from a mix of different cultural backgrounds.
- Use a range of performance skills such as physical, technical, mental, and expressive.
- Work independently as a soloist, and collaboratively as part of an ensemble.
- Use rehearsal time effectively to develop a performance piece.
- Evaluate the work of other students using analytical vocabulary.
- Self evaluate their own work in order to improve and make progress for the next performance.

**IMPACT**

**Qualifications Phase**

To work independently, with other dancers as a large ensemble, and working in Duet / Trios.

Development of styles and how to move in different stylistically accurate ways. Develop understanding and use of Performance, Emotional, Technical, and Mental skills.

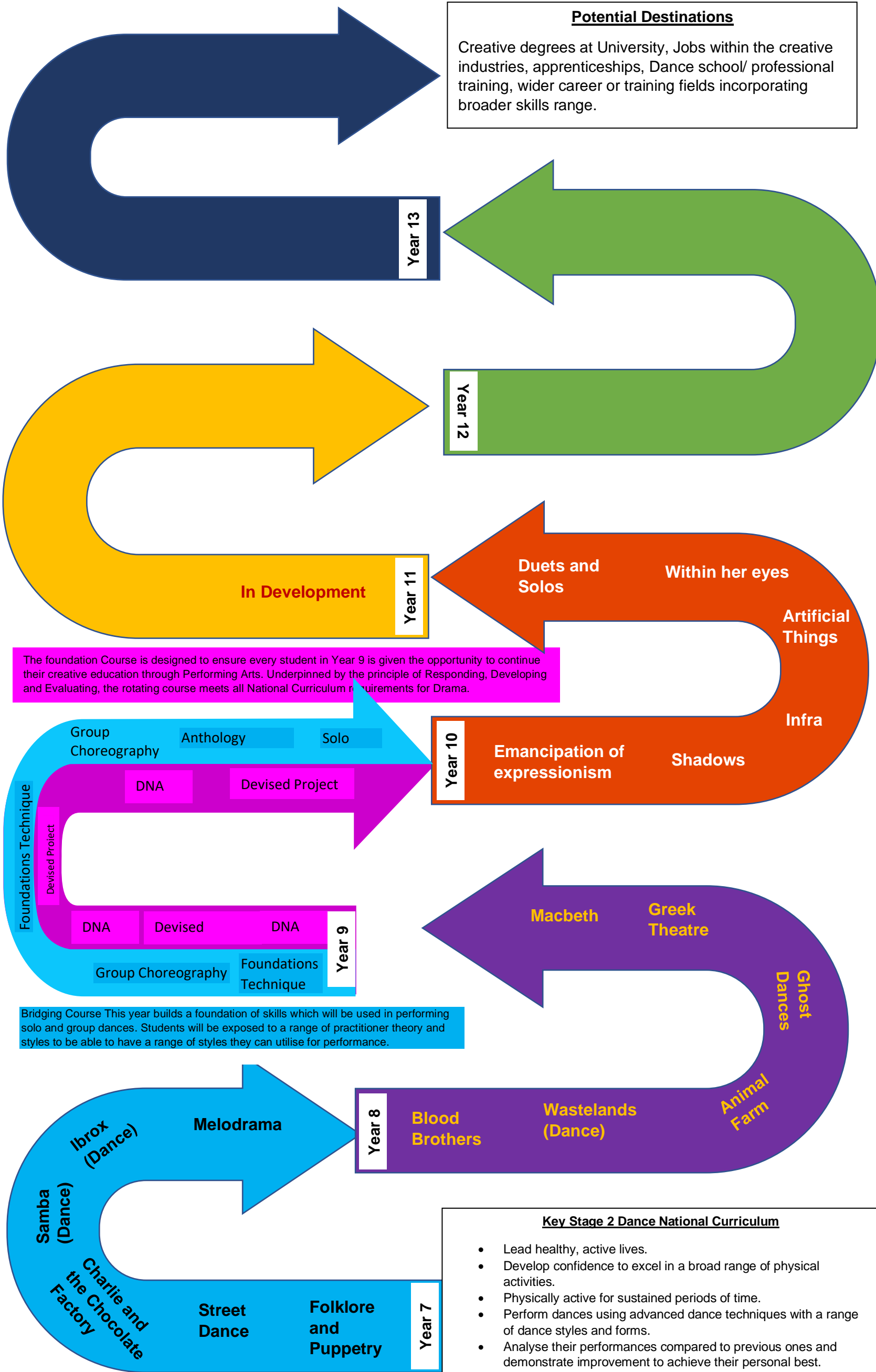
Respond creatively to a set stimulus.

Creation of effective choreography in a variety of different performance environments, such as site sensitive, End on, and proscenium arch.

Further development of a wide variety of dance styles, including Hip-Hop, Contemporary, Ballet, Capoeira, Samba and many more

**Transition Phase**

- Choreograph an effective dance piece for performance.
- Respond to a range of stimuli and topics.
- Evaluate the work of themselves and others.
- Perform with confidence on stage.
- Perform and understand a variety of different dance styles from a mix of different cultures.
- Work individually and as part of a group.
- Use the correct vocabulary to evaluate a dance piece.
- Choose the right performance conventions to apply in creative exploration.
- Perform a set dance phrase, using a variety of Physical, Expressive, Technical, and Mental skills.
- Choreograph a detailed and unique dance piece in groups using a variety of the technical skills.



The foundation Course is designed to ensure every student in Year 9 is given the opportunity to continue their creative education through Performing Arts. Underpinned by the principle of Responding, Developing and Evaluating, the rotating course meets all National Curriculum requirements for Drama.

Bridging Course This year builds a foundation of skills which will be used in performing solo and group dances. Students will be exposed to a range of practitioner theory and styles to be able to have a range of styles they can utilise for performance.

- Key Stage 2 Dance National Curriculum**
- Lead healthy, active lives.
  - Develop confidence to excel in a broad range of physical activities.
  - Physically active for sustained periods of time.
  - Perform dances using advanced dance techniques with a range of dance styles and forms.
  - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Each Scheme of Work represents one half term