

Subject Curriculum Overview for Academic Year 2022/2023

Subject: Dance		Subject Leader: Amy Goodall	Year Group:13	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>RSL Level 3 Diploma in Creative & Performing Arts Dance Technique & Performance (unit 329)</p>	<p>This unit aims to develop learners' skills in a selected dance style and their ability to understand, create and perform style-specific techniques and sequences.</p> <p>The purpose of this unit is to provide learners with the opportunity to practically understand the challenges of developing dance technique and performance as well as understanding the background and context of a chosen dance style.</p> <p>Students will participate in workshops in the chosen style of jazz dance technique. They will learn set sequences exploring aspects of the chosen style and perform one seen and one unseen sequence. Students will choreograph and perform their own short sequence reflecting the essence of the chosen style. They will evaluate their progress and final performances.</p> <p>In addition to taking technique classes in the chosen dance style, students will also learn about the history of the style in order to become a more rounded and informed performer.</p> <p>Students will need to show that they:</p> <ul style="list-style-type: none"> Can learn and perform complex dance routines showing the essence of the style Can choreograph and perform a routine showing the essence of the style Can reflect on the context and the history of the genre Can evaluate their own performance 		<ul style="list-style-type: none"> • Stamina • Strength • Posture • Control • Musicality • Flexibility • Genre • Ball change • Barrel jump • Chasse • Fan kick • Attitude position • Passé • Plie • Tendu • Spotting • Releve • Rond de jambe • Realisation • Insightful • Comprehensive • Perceptive • Accomplished • Leadership skills 	<p>Students will be assessed in their final performances in the Autumn Dance showcase in November.</p> <p>They will also be assessed on their ability to perform one seen and one unseen sequence in the chosen style in class.</p> <p>They will submit a presentation on the history and context of the style and a self-evaluation identifying challenges faced through the process of composing and performing in the chosen style.</p> <p>Students will be assessed on how well they lead their group in the rehearsal process.</p> <p>They will also be assessed on how well they choreograph and perform a routine reflecting the essence of the style as part of a group.</p>
<p>Ensemble Dance Performance (unit 331)</p>	<p>This unit aims to develop learners' skills to dance with a group in a selected dance style and their ability to understand, create and perform style-specific techniques and sequences.</p> <p>This unit will be delivered alongside the Dance Technique & Performance unit as the demands of the units are very similar.</p> <p>Students will participate in workshops in the chosen style of jazz dance. They will learn and perform a group dance in the chosen style. They will collaborate in a group as they work together to choreograph and perform their own group dance reflecting the essence of the chosen style. They will evaluate their progress and final performances.</p> <p>Students will need to show that they:</p> <ul style="list-style-type: none"> Can lead their peers in teaching their own choreography Can identify the challenges of working in a group 			

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<p>RSL Level 3 Diploma in Creative & Performing Arts Performance Preparation (externally assessed unit 304)</p>	<p>During the Spring term, students will undertake their third official assignment brief, which is externally set by the exam board. This accounts for 29% of their final grade, which carries the biggest weighting of all of their units. The students will have 10 hours to prepare for this assignment in which they can undertake research and ask the teacher questions. Following the preparation period, students will have 30 hours to undertake the tasks set out in the brief under controlled conditions. During the controlled assessment hours, students will not be able to ask their teacher any more questions under the rules set out by the exam board. Students entitled to extra time will be given additional time to complete the tasks as arranged with the teacher. Each hour the students complete must be logged as part of their assessment rules. Students will explore and study two contrasting performance genres. They will observe and review two productions and compare and contrast the genres. For the second part of the brief students will prepare an audition for a specific role and evaluate their audition. Thirdly, the students will work together to create an overall production plan and rehearse a production whilst logging and analysing the rehearsal process.</p> <p>Students will need to show that they:</p> <ul style="list-style-type: none"> Can describe the style and context of two contrasting genres Can review the productions of two contrasting genres Can compare and contrast the style and context of the two genres Can explain how to prepare to audition for a specific role Can audition using a range of techniques Can evaluate their audition Can plan and prepare for a production in collaboration with others Can develop ideas for performance that meet the needs of the brief Can set themselves goals with an understanding of their strengths and areas for improvement Can rehearse effectively with others 		<ul style="list-style-type: none"> • Historical context • Characteristics • Synopsis • Review • Comparisons • Contrast • Audition panel • Repertoire • Audition techniques • Production plan • Milestones • Rehearsal schedule • Management skills • Modifications • Rehearsal log 	<p>Students will complete their own individual log books to complete the tasks set out in the externally set brief. This will be submitted, along with video evidence of their auditions and rehearsals, to the exam board to be assessed by an external assessor.</p> <p>The date for the filming of their auditions, milestone rehearsals and final performance will be communicated to the students at the start of the assignment, so that they can plan their rehearsal schedules accordingly.</p>

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Subject: Dance		Subject Leader: Amy Goodall	Year Group:13	SUMMER TERM
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<p>RSL Level 3 Diploma in Creative & Performing Arts Leading Dance (unit 334)</p>	<p>Almost all dancers at some point have to lead dance sessions. Leading and teaching dance is an essential skill for anyone interested in dance and will prepare them for a range of future careers in the dance sector.</p> <p>In this unit students will develop their teaching and leading skills alongside their knowledge and understanding of dance technique eventually working towards delivering and leading a dance session</p> <p>Students will teach a mixed ability year 5 class on the year 5 transition day.</p> <p>Students will work as a class on developing ideas for their dance session and prepare an individual lesson plan. They will need to take into consideration relevant safe practices and ensure they have a clear structure to their session.</p> <p>Students will need to show that they:</p> <p>Can plan a dance session identifying aims, learning outcomes, context, content and progression from the session.</p> <p>Can deliver a dance session demonstrating confidence, clarity, accuracy, good communication skills and rapport with the participants.</p> <p>Understands the appropriate style and technique appropriate to the level of the participants.</p> <p>Can demonstrate the delivery of safe and appropriate warm and cool down exercises.</p> <p>Can demonstrate the use of techniques in delivering the dance session.</p> <p>Can evaluate the success of the session identifying strengths and areas for improvement.</p> <p>Can seek and act on feedback from participants and observers to improve performance.</p>	<ul style="list-style-type: none"> • Communication skills • Presentation skills • Learning outcomes • Progression • Clarity • Demonstration • Comprehensive • Insightful • Accomplished • Reflection 	<p>Students will be assessed on their ability to plan and deliver a dance session.</p> <p>They will be assessed on their ability to demonstrate safe dance practice in the role of a dance leader.</p> <p>Students will also be assessed on their ability to review and analyse the delivered session.</p>	

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How parents can support learning in the subject this academic year

Parents can support learning through the encouragement of watching any forms of professional dance outside of school to develop a well-rounded knowledge of all forms of dance. Students who attend additional dance classes outside of timetabled lessons often benefit through the development of their technique and confidence. John Masefield offers a range of free dance clubs and extra-curricular performing arts events throughout the academic year for students to participate in and parents can support by encouraging attendance to these extra-curricular activities. Keeping up to date with student's progress throughout the completion of coursework is another great way of supporting learning and helping students to remain on track.

Recommended Reading

Conrad, C. (2000) Jerome Robbins that Broadway man that ballet man
Emmet Long, R. (2001) Broadway, The Golden Years. Jerome Robbins and the Great Choreographers 1940 to the present
Kobal, J. (1970) Gotta Sing, Gotta Dance
Parkinson, D. (2007) The Rough Guide to Film Musicals
Carter, A. and O'Shea, J. (eds).(2010) The Routledge Dance Studies Reader
Legg, J. (2011) Introduction to Modern Dance Techniques
Strauss, M.R. and Myron, H.N. (2004) Looking at Contemporary Dance: a Guide for the Internet Age

Points to note

All students on the RSL Level 3 diploma course are expected to perform for their assessment in the Autumn Dance Showcase in November, which will be after school. All students will be required to stay after school for a full dress rehearsal which is an important part of their assessment and so all efforts should be made to ensure full attendance to these scheduled events. Dates for the dress rehearsal and show will be communicated at the start of the academic year. Tickets for the show will be available to purchase and information regarding this will also be communicated. During year 13, students will be offered an opportunity to go on a residential trip to London to see a range of live performances in Dance, Music and Drama. This trip will be a great opportunity for students to explore and learn about a range of job roles within the performing arts industry and develop their cultural capital. In addition to the London trip students will also be offered an opportunity to go on an additional school trip to see a live dance performance more locally.