

## Subject Curriculum Overview for Academic Year 2022/2023

Subject: Dance		Subject Leader: Amy Goodall	Year Group: 9	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<b>WJEC Level 1/2 Vocational Award in Performing Arts</b>  <b>Unit 1 - Performance</b>	<p>Introduction of Unit 1.</p> <p>Students will explore their first assignment brief and will consider what would make a good/bad response to a brief in terms of content.</p> <ul style="list-style-type: none"> <li>Learners will be taught about purpose, impact, space, resources, audience etc. as well as undertaking background research on the selected performance repertoire from the musical Hamilton, covering the original creator, the style/genre, the social/historical context, themes etc.</li> <li>Students will learn about the importance of rehearsal and practice, what different types of rehearsal there are, how to practise effectively, the point of a rehearsal plan, what you can learn from practising, and how you can use this to improve both performance and creative work.</li> </ul> <p>Once repertoire has been chosen and a rehearsal schedule set, learners will begin to prepare for their performance. Students will complete a diary of the process of preparation. They will take notes on planning, personal practice away from group rehearsals, giving and responding to direction, improving and refining their work and also relevant Health and Safety requirements.</p> <p><b>END POINTS:</b></p> <ul style="list-style-type: none"> <li><b>Students know and understand the context of the repertoire explored</b></li> <li><b>Students can use research to inform their performance</b></li> <li><b>Students can produce a reflective journal that records the rehearsal process</b></li> <li><b>Students can rehearse effectively</b></li> </ul> <p>Learners are required to make 3 recordings of their performance – at the beginning, during the rehearsal process and the final performance, so the first of these will need to be done once repertoire is selected.</p>		<ul style="list-style-type: none"> <li>Repertoire</li> <li>Choreographic intention</li> <li>Impact</li> <li>Style/genre</li> <li>Target audience</li> <li>Rehearsal</li> <li>Interpretation</li> <li>Responding to direction</li> <li>Reflective</li> <li>Reviewing</li> </ul>	<p>Students can choose to submit a written piece, or as an audio/video presentation to demonstrate their research and knowledge of the selected repertoire.</p> <p>Students will submit a personalised rehearsal schedule.</p> <p>Students will submit their reflective journals which will be an ongoing document into the Spring term.</p> <p>Students will have their first milestone recording of their performance.</p>

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Subject: Dance		Subject Leader: Amy Goodall	Year Group: 9	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<b>WJEC Level 1/2 Vocational Award in Performing Arts</b>  <b>Unit 1 - Performance</b>	<p>Unit 1 continued</p> <p>Learners will use the first half term to continue to prepare for a performance scheduled in the second half of the Spring term. General feedback will be given, which should be detailed in the journal.</p> <p>Students will continue to work on their reflective journal that records the rehearsal process required to ensure they are fully prepared for the performance required in the brief.</p> <p><b>END POINTS:</b></p> <ul style="list-style-type: none"> <li>• <b>Students can rehearse effectively</b></li> <li>• <b>Students can write detailed notes on the rehearsal process using subject specific vocabulary</b></li> <li>• <b>Students understand their strengths and areas for improvement</b></li> </ul> <p>Learners will perform their chosen piece(s) in front of an audience. They will have the opportunity to demonstrate evidence of discipline specific ideas and techniques. This will be video recorded and accompanied by a copy of the original published piece(s) e.g., a music score, script.</p> <p><b>END POINTS:</b></p> <ul style="list-style-type: none"> <li>• <b>Students can perform a dance of 3-6 minutes demonstrating their dance technique and applying stylistic qualities</b></li> <li>• <b>Students can sustain their character throughout their performance</b></li> <li>• <b>Students can demonstrate vocal skills</b></li> </ul>		<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Balance</li> <li>• Technical control</li> <li>• Expression</li> <li>• Physical skills</li> <li>• Technical skills</li> <li>• Rehearsal</li> <li>• Responding to direction</li> <li>• Annotation</li> <li>• Notation</li> </ul>	<p>Students will be assessed in their final milestone recordings.</p> <p>Students will perform in front of a live performance.</p> <p>Students will submit their reflective journals.</p>

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Subject:		Subject Leader:	Year Group:	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
	<p>Unit 1 completed</p> <p>The final task for the unit is an evaluation.</p> <ul style="list-style-type: none"> <li>Learners will be taught how to write a thorough and evidence-based evaluation of a performance. Learners will be allowed to view/listen to the recording made of their own performance and refer to their work completed for the other tasks to complete their own self-evaluation.</li> <li>Part of the task is to respond to feedback, so there will be opportunities to receive feedback formally and informally from the teacher, tutors, any other relevant professionals and/or peers.</li> </ul> <p><b>END POINTS:</b></p> <ul style="list-style-type: none"> <li><b>Students can evaluate the success of their performance</b></li> <li><b>Students can clearly explain what they have learned from undertaking this work and how it will inform their future performances.</b></li> </ul> <p>Introduction of Unit 2</p> <p>The second unit requires students to create something to a commissioned brief. They can choose to do this in a production (design) or a performing (choreography) discipline.</p> <ul style="list-style-type: none"> <li>Learners will be taught how to choreograph dance through a number of workshops exploring different choreographic approaches using a range of stimuli.</li> <li>Learners will be taught about a range of aspects of lighting design, costume design, set design and make-up / hair design through a series of workshops.</li> <li>Learners will complete a mini-project in a discipline of their choice as preparation for completing Unit 2 in year 10.</li> </ul> <p><b>END POINTS:</b></p> <ul style="list-style-type: none"> <li><b>Students know how to develop a motif from a range of different sources and stimuli</b></li> <li><b>Students know the constituent features to consider in creating a design</b></li> </ul>		<ul style="list-style-type: none"> <li>Reviewing</li> <li>Reflecting</li> <li>Motif</li> <li>Narrative</li> <li>Unison</li> <li>Canon</li> <li>Question &amp; answer</li> <li>Binary</li> <li>Ternary</li> <li>Phrasing</li> </ul>	<p>Students will submit their final evaluations for assessment.</p> <p>Students will complete an end of year knowledge test on the basic principles of choreography and design.</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

The Routledge Dance Studies Reader by Jens Richard Giersdorf  
Dance Sense: Theory and Practice for GCSE Dance Students by Linda Ashley  
Essential Guide to Dance by Linda Ashley  
The Oxford Dictionary of Dance by Debra Craine & Judith Mackrell

### Points to note

All students on the WJEC Level 1/2 vocational award are expected to perform in the Autumn Dance Showcase in November as well as a Spring Assessment Showcase in March, 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 9, students will be offered an opportunity to see a live dance performance on a school trip with an anticipated cost of approximately £30.