

Curriculum Overview – Year 9 Dance

Unit Title	Learning	How can parents best support?
<p>Practical</p> <p><u>Term 1</u> Contemporary Dance</p>	<p>Students will be assessed on their ability to demonstrate their physical competence, effectiveness as performers and their knowledge of safe working practice through the following:</p> <ul style="list-style-type: none"> • Physical skills: posture, alignment, co-ordination, balance, strength, flexibility, mobility and control. • Technical skills: travel, turn, stillness, floor work, transfer of weight, dynamic content, spatial movement, movement performed accurately and relationships. • Expressive skills: projection, focus, spatial awareness, facial expression, musicality, sensitivity to others and communication of choreographic intent. • Mental skills: movement memory, commitment, concentration and confidence. • Safe practice as a performer within a group context: execution of movements, clothing, jewellery, hair, footwear. • How to achieve a high quality performance through self and peer assessment. 	<p>Encourage your child to:</p> <ul style="list-style-type: none"> • Perform and practice at home in a safe space. • Work on areas of development when they receive feedback from assessments. • Stretch, work on their strength and stamina at home.

<p>Theory</p> <p><u>Term 1</u> Safe Dance practice/ Professional Work Shadows</p>	<p>Throughout the safe dance practice module students will study:</p> <ul style="list-style-type: none"> • Knowledge of nutrition and hydration in relation to a dancer. • The appropriate dance wear for class and rehearsal. • Factors that influence the safety of the dance environment. • The stages of a warm up and cool down and why it is important. • Safe practice as a performer in relation to; elevation and landing, supporting and lifting and dancing in a group. • Injury prevention and treatment. <p>Students will learn how to critically appreciate Shadows from the dance anthology set by AQA.</p> <ul style="list-style-type: none"> • Knowledge of the defining characteristics of the professional work; Physical setting, lighting, choreographic style, stimulus/starting points, dance style, movement content, costume, aural setting and performance environment. 	<p>Encourage your child to:</p> <ul style="list-style-type: none"> • Revise using the exam style questions that are in their booklet and homework books. • Watch the work on the resources drive. • Explain to you what each of the works are about. • Describe the costume, setting, aural setting and lighting to you. • Explain in detail how the costume, setting, aural setting and lighting enhances the work. • Always use the KER structure when writing 6 mark questions. • Make revision posters/ cards on the works. <p>All of the above can be done with the help of the booklets they use in class or the revision guide.</p>
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	<ul style="list-style-type: none"> • Knowledge of the relationships between choreography, performance and features of production and the ways in which these have been used together to enhance audience understanding of the choreographic intention. • Knowledge of the purpose or significance of different performance environments in which the dance was created and performed. • To develop critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. 	
<p>Practical</p> <p><u>Term 3</u> Group choreography – choosing and researching a stimuli</p>	<p>Students will research a stimulus set by the teacher and explore ideas in relation to action, space, dynamics and relationships. Students will then explore ideas, thoughts and actions, translating them into motifs, phrases, sections of movement to convey their artistic intention.</p>	<p>Encourage your child to:</p> <ul style="list-style-type: none"> • Listen to variety of instrumental music that has dynamic variation and different moods. This can either be on YouTube or the resources drive in school. • Research in depth from a variety of different sources. • Discuss with you how they interpreted the stimulus and could they think of more ideas/be more creative? • Choreograph at home or show you their dance. Does their dance look like the idea they have told you?