



# St Ives School - Dance Curriculum Statement

## “Dance is the hidden language of the soul” Martha Graham

### Curriculum Intent

The St Ives School Curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. It combines equality of opportunity to our core learning with opportunities for students to make individual choices regarding their learning experiences. Acquisition of knowledge and transferable skills are the cornerstones of our student's progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, and the interconnection between subjects and their global context.

Our Curriculum is the foundation to achieving our Core Principles:

- Students leave St Ives with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.

### What is unique to the study of Dance?

Dance is rapidly becoming increasingly accessible through TV, social media, local classes or through local and national opportunities. Dance is both an expressive art as well as a physical activity. It can also promote improved mental capacity and focus as well as physical skill acquisition; dance really is a multifaceted art form. Dance offers the students the chance to express themselves, learn new skills, problem solve and offers challenges for students both academically and physically. High quality dance education provides a platform for students to develop their technical ability in a range of different genres from Ballet, Contemporary, Jazz and Urban. Within dance, students are presented with professional dance work to study, appreciate and discuss regarding their contextual, cultural and historical influence.

Dance offers students the opportunity to communicate ideas, theories and respond to questions/creative tasks through movement. Physical exploration of ideas opens a student's ability to engage with stimuli to help them form a considered and well-structured response to a given question, idea or theory. Through dance, we encourage personal exploration of physical of physical boundaries in order to achieve a greater self-

awareness. In turn, this promotes a more rounded understanding of body confidence, positive body image and provides skills to help students work with others safely and collaboratively.

**Literacy in Dance is developed via the teaching and discussion of Tier 2 and 3 vocabularies in lessons. Students are encouraged to explore dance - specific language when evaluating practical work and reviewing professional dance in a wider context. Oracy skills are promoted in all lessons through the encouragement of students vocalising key language, regularly assessing performance repertoire and providing clear and specific feedback on the work of themselves and their peers.**

## **Curriculum Implementation**

### **General principles**

- Dance is sequenced based on the performing arts strand of the national curriculum.
- The performance styles covered look at the historical, cultural and social aspects of dance, as well as background information and knowledge of the history of dance styles, practitioners' work and the creative intent of performances. This contextual knowledge is built into the practical lessons.
- Topics are assessed using low stakes end of topic assessments covering dance content as well as a summative assessment for each of the three units. Component 1 and 2 are internally assessed, and Component 2 is externally assessed by BTEC - a practical group performance and a written evaluation of their own performance processes.

### **Student organisation**

- Students across key stage three are split into one of six groups. Classes are grouped into creative subjects and mixed ability; one GCSE option class. All classes receive the same curriculum but teaching and learning activities will vary to suit each individual class with challenges added to lessons to stretch the students.

### **Accumulation of knowledge**

- Dance is taught with the intent of promoting skill, confidence and an understanding of the value of the performing arts at the forefront. Every scheme of work allows the students to build on communication skills, physical skills, oracy and the delivery of language and key processes. This enhances a deepening of understanding of knowledge and develops overall confidence.
- Each year covers a broad and varied dance curriculum covering skills, styles, research, creativity and a development of performance qualities. Students also revisit and further develop pieces studied previously in the course to identify and embed their progress over time.

- Within each year, topics are carefully sequenced to allow students to learn the content and to allocate adequate time to complete the assessment windows allocated by BTEC. Topics are taught in order to develop key knowledge in a certain component and challenge practical skills and performance styles.

### **Time allocation**

Each year group will have the following allocation for hours where that are taught the Dance Curriculum across a two-week cycle:

Year Group	Year 10	Year 11
Hours allocated	5 hrs	5 hrs
Percentage of curriculum time	10%	10%

### **Teaching and learning provision**

- Lessons start with a question retrieval practice in the form, last lesson, last week, last month, last year - a spaced retrieval based activity.
- Checking for understanding points are used in lessons to review previously learned key skills that are relevant to the lesson taught. It highlights misconceptions and prevents barriers to learning throughout the lessons by reminding students of these skills.
- Modelling of worked examples is present in lessons using a format of 'stepping into live performances' where students model quality strategies and conventions to ensure students meet the high expectations we have of them with communicating their work
- Feedback is provided to students 'live' throughout the lessons to ensure students make enhanced practical decisions. Whole class feedback is provided regularly to students using peer assessment, verbal feedback and low stakes quizzing.
- Repeat concepts are being developed to link curriculum ideas together.

### **Adapted provision**

- Explicit instruction for SEND and LPA students focused on teacher demonstration followed by guided practice and independent practice.
- Cognitive strategies like memorisation techniques and metacognitive strategies to help students plan, monitor and evaluate their learning. Chunking the task at each stage will support students with SEND to make the information easier to process.

## **Enrichment provision**

- Opportunities for students to rehearse and receive additional intervention and support with coursework.
- Opportunities to explore dance through immersive professional workshops, watch live repertoire and take part in showcase of secondary work across the county.
- Opportunities for career links and question and answer sessions with professional choreographers, directors and performers.

## **Curriculum impact**

### **Formative assessment**

- Formative assessment is more of a diagnostic tool with some elements of our formative and summative assessments based on knowledge retrieval to enhance knowledge retention.
- Formative assessment strategies include:
  - low stakes testing and quizzing
  - Practical performance assessments- group and individual
  - Entry and exit questions to re-call and summarise what pupils have learnt
  - Extended written evaluation of practical work
- Formative assessment is used to monitor student learning style and ability (metacognition) and to provide on-going feedback for student development.
- Planning and teaching methods are adapted to aid students to improve their learning rapidly.

## **Progress**

- The quality of teaching and learning is monitored through lesson visits by the faculty lead and by senior leaders.
- Visits are recorded using SISRA Observe, where follow up action points are actioned as necessary.
- In link meetings between the faculty lead and senior leaders, teaching and learning is a standard agenda item and where any necessary action is discussed and agreed.
- Work scrutiny is also completed and recorded on SISRA Observe by the faculty lead and senior leaders. HOF work scrutiny has a strong focus on tier 2/3 vocabulary being used and student productivity.
- Assessments, both practical and written, are moderated and standardised by a dance teacher from another school.

## **Summative Assessment**

- Assessment during whole school assessment weeks are used to systematically check against set criteria in a given time frame (usually termly).
- Our summative structures are to evaluate student learning and academic achievement at the end of each term and/or unit. This is to give opportunities to aid retrieval of prior knowledge and for interleaving.
- Exam style questioning, the promotion of key language and mock exams are provided during the teaching allocation of Component 3 in Year 11.
- Students are regularly assessed in their practical workshops. Target grades are given from these assessments.
- Practical mock performances are used to provide students with an experience to perform to an audience and provides a score using the grade boundaries so they can develop for final performance pieces.

## **Student Feedback**

- Student voice is completed to monitor student's understanding and enjoyment of dance. Results from this are used to inform future planning and curriculum overviews.
- Students have the opportunity to communicate with teaching staff via google classroom or verbally.