

DANCE CURRICULUM

PERFORMANCE INDICATORS

P1 - 3

- P1(i) Encounter dance activities and experiences
- P1(ii) Show emerging awareness of art activities and experiences.
- P2 (i) Pupils begin to respond consistently to familiar dance activities.
- P2(ii) Pupils co-operate with shared exploration and supported participation with sensory dance materials
- P3(i) Pupils sustain concentration for short periods and participate in shared dance and movement activities with less support.
- P3(ii) Pupils can remember learned responses over increasing periods of time and may anticipate certain movements with certain music.

RANGE, CONTENT AND CURRICULUM OPPORTUNITIES ACROSS ALL LEVELS

CREATING

Pupils will be given the opportunity to explore and develop their dance skill, learning to:

- travel, turn, jump, gesture and be still
- work at different levels and speeds, following different directions and pathways
- explore and copy a range of body movements e.g. bend, stretch, twist
- work individually, with partners and in groups
- link movements to make movement phrases with a beginning, middle and end
- copy or create motifs, phrases and whole dances
- Use a range of stimulus eg traditional stories, music, pictures, artefacts etc to inspire dance

LOWER SCHOOL

- Classroom based dance activities (CLASS MOVES dance programme)
- Sensory Dance Boxes (PMLD) - topic based, linked to Cornerstones
- Creative Dance (SLD) - topic based, linked to Cornerstones
- WOW days - topic based dance activities

P4 - 8

- Pupil's movement patterns are established and they perform single actions.
- Pupils develop a small repertoire of actions and whole body movements.
- Pupils create some movements in response to music or other stimuli.
- Pupils link two actions in a sequence.
- Pupils begin to initiate new combinations of movements in order to respond to feelings, ideas and experiences.
- Pupils link movements in a simple sequence.
- Pupils represent some ideas, thoughts and feelings through dance.
- Pupils move with increasing control and coordination.

- BATD Starlite Dance Exam syllabus including Ballet, Tap, Freestyle, CheerPom, Acro
- Tin Arts - Creative/Contemporary Dance exploration
- Northern Ballet Workshops
- **Arts Award Discover**

UPPER SCHOOL

- Sensory Dance Boxes (PMLD) - rolling programme of dance activities covering different genre of dance styles/music
- Creative Dance (SLD) - topic based, linked to Cornerstones
- **BATD Special Needs Dance Syllabus** Levels 1 - 6 including Ballet, Street, Jazz, Musical Theatre led by professional dance teacher Sue Thornton
- Tin Arts/Flex Dance - Creative/Contemporary Dance, choreographing dance pieces for performances at local, regional, national dance festivals eg FUSE, PULSE, BEST FOOT FORWARD
- Northern Ballet Workshops
- **Arts Award Explore**

NC Levels 1 - 3

- Pupils copy, repeat and explore simple dance routines.
- Pupils move with greater intent and purpose.
- Pupils remember simple dance routines and repeated dance motifs and perform them with control and co-ordination.
- Pupils select and use dance skills, actions and ideas appropriately
- Pupils carry out basic sequences of movements and collaborate in partnered/group activities
- Pupils are able to show expression, rhythmic timing and musicality.
- Pupils are aware of and can draw upon different dance styles to help compose their own dances.

PERFORMING

Pupils will be given opportunities to participate in dance "performance" in a range of settings both formally and informally, they will learn to:

- Combine and apply different components of dance to produce effective outcomes
- Adjust and adapt performances for different contexts
- Produce performance pieces as individuals, with partners, in groups
- Use imaginative ways to express and communicate ideas
- Plan and implement what needs practising to be more effective in performance

LOWER SCHOOL

- Opportunities to perform as individuals, partners, groups within lessons
- Working with external dance practitioners to develop/choreograph theme based dance routines
- Participate in local dance festivals EG Fuse, Durham
- Cross-curricular activities incorporating dance
- Formal performances in school EG Lower School Xmas Productions, assemblies etc

UPPER SCHOOL

- Participation in local, regional, national dance festivals
- Participation in local, regional, national dance initiatives with Tees Valley Inclusive Dance Company, Tin Arts/Flex Dance Company, National Youth Dance Company
- Informal performances within dance classes individually, in pairs, in groups
- Cross-curricular performance work in dance, literacy etc EG Shakespeare Schools Festival
- Performing in school shows EG Middlesbrough Theatre

EVALUATING

Pupils will have opportunities to evaluate both their own dance work and that of others including professional dance companies. They will evaluate through:

- Using symbols, pictures, simple graphic questionnaires to make individual responses to performances
- Using simple dance vocabulary to talk about dance performance and suggest ways to improve
- The use of ICT as an aid to evaluating a range of dance performance
- Analysing performances and identifying strengths and weaknesses
- Opportunities to make decisions about improving performance and acting on these decisions in future performances

LOWER SCHOOL

- Informal evaluations in subject specific lessons
- Opportunities to watch external dance companies
EG Northern Ballet
- Use of ICT eg YOU TUBE
- Simple yes/no evaluation sheets
- Staff observations of responses (PMLD)
- **Arts Award Discover**

UPPER SCHOOL

- Informal evaluations in subject specific lessons
- Opportunities to watch external dance companies/Musical Theatre performances EG Northern Ballet, Hairspray, Cats etc
- Use of ICT eg YOU TUBE
- Simple yes/no evaluation sheets
- Evaluation sheets using WWS, written responses
- Video/Photographs
- Staff observations (PMLD)
- Working with external practitioners EG Tin Arts
- ASDAN/AQA accreditations
- Arts Award Explore

