Dance Learning Journey

YEAR 11

Practical: Choreography and Duet/Trio Performance

Theory Dance Anthology and Exam Prep/Practice

Duet/ Trio performance (20%)

Written exam paper prep (40%)

Solo/Group Choreography (30%)

Aural setting effects on choreographic outcomes

Choreographic devices

Structuring devices and form

Choreographic processes

Mood and atmosphere, contrast and variety, structure, relationship to theme/idea

Motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and

Binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions

Beginning | Middle | End

Researching, improvising, generating, selecting, developing, structuring refining and synthesising

KS4-5 Transition

Transition tasks

A level Dance at Biddenham

TRIPS:
-Milton Keynes Theatre
-UOB
- Cheerleading Competitions
-Sadlers Wells
-London West End

Choreographic intent & stimulus

Mood(s), meaning(s), idea(s), theme(s), style/style fusion(s)

Choreographic content

Movement content (RADS), structuring devices, choreographic devices

Choreographic approaches

As exemplified in the interview with each choreographer

Performance Environment

Proscenium arch, end stage, site sensitive, in-the-round

Dance for Camera

Placement, angle, proximity and special effects

Aural Setting

Song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch, rhythm

Dancers

Number, gender

Costume

Including footwear, masks, makeup & accessories. Features such as; colour texture, material, flow, shape, line, weight, decoration, how they define character, gender, identify dancers, enhance or sculpt the body and enhance the action.

Lighting

Colour, placement, direction, angles etc.

Staging/Set

Projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials

6 professional works. FEATURES OF PRODUCTION:

Relationship Content

Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations

Spatial Content

Pathways, levels, directions, size of movement, patterns, spatial design

Dynamic Content

Fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt

Action Content

Musicality, sensitivity to other dancers, communication of choreographic intent

Set Dance performance (10%)

Practical: Set Phrases, Group Choreography

Theory: Dance Anthology

YEAR 10

Choreographic process

Researching, improvising, generating, selecting, developing, structuring, refining and synthesising

Physical Skills

Posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation

Expressive Skills

Travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight

Projection, focus, spatial awareness, facial expression, phrasing

MENTAL SKILLS (performance)

Concentration

Confidence

Commitment

Movement m

Response to feedback

Capacity t

MENTAL SKILLS (process)

Planning of rehearsal

Rehearsal discipline

Mental rehearsal

Systematic repetition

YEAR 9

Theory: Safe Practice, Performance skills & ASDR

Practical: Class structure, Dance styles, solo choreography

SAFE WORKING PRACTICES (process)

Importance of nutrition & Hydration

Timing content

TECHNICAL SKILLS

Rhythmic content

Movement in a stylistically accurate way

RELATIONSHIP CONTENT

Counterpoint

Contact

Formations

Compliment and contrast

Mirroring

Accumulation

Action and reaction

Lead and follow

DYNAMIC CONTENT

Sudden/sustained

Fast/slow

Strong/light

Flowing/Abrupt

Acceleration/decelerati on

Direct/indir ect

Unit 3: Exploring contact and group work

Unit 2: Emancipation of Expressionism

Unit 1: Artificial Things

YEAR 8

SPATIAL CONTENT

Use of different body parts

Transfer of weight

Patnways

Directions (forwards/backw ards/sideways/di agonal)

Patterns – a design traced in space

Can choreograph using a stimulus

Can add in transitions

Elevations

Gestures

Stillness

Turns

Travel

Floor work

Levels (high/medium/low)

Size of movement

Spatial Design (personal space/general space

Can create a motif

ACTION CONTENT

Why is it important to warm up and cool down?

SAFE WORKING PRACTICES (performance)

Safe execution of movement

SAFETY FIRST

SAFE WORKING PRACTICES (process)

Appropriate dancewear including:; footwear, hairstyle, absence of jewellery

YEAR 7

Unit 3: A Linha Curva

Unit 2: Shadows

Unit 1: Infra

KS2-3 Transition

Transition tasks

Practical workshop

welcome

Extra Curricular:
-School Musical
-Dance Company
-Cheerleading

‘ Education in the art of dance is education of the whole mane – his physical, mental & emotional natures are disciplined & nourished simultaneously in dance.’ TED SHAWN. ’