

Subject	Dance		
	Interpretation of National Curriculum into Year group Endpoints		
Year	Term 1	Term 2	Term 3
9	<p>Students will independently perform an effective warm up at the start of every lesson to include, pulse raising, mobility and stretching components. Students will complete a self evaluation of their practical skills in dance and create an action plan. Students will understand SMART targets and effectively apply them to their own practice. Students will know and understand the importance of studio etiquette and how this impacts a lesson, this will be applied in every lesson.</p> <p>I know and understand the importance of an effective warm up and the impact this can have on my performance.            Know and describe the technical skills, extension, posture and alignment            Apply the technical skills extension, posture and alignment during set exercises            I am able to move my body parts in isolation and co-ordination            I show focus, concentration, confidence and determination to succeed during my lessons            I am able to apply quality to my movement through the application of speed, energy and continuity            I can apply a sense of style to my dancing: sensitivity to the distinctive actions and qualities of the dance            I am able to communicate the choreographic intention: empathy with the mood or meaning of the dance and ability to interpret and communicate this            I demonstrate musicality when performing: timing, phrasing and sensitivity to other musical elements such as rhythm, timbre and texture            I know and understand the importance of a cool down and the consequences of not performing this element of a dance lesson.</p>	<p>Students will learn and develop their choreography skills by exploring and learning about the main ingredients of dance – Action, Space, Dynamics and Relationships. Students will imaginatively explore a selection of stimuli including visual, kinaesthetic, ideational and auditory. Students will expand their movement vocabulary through improvisation and exploration to communicate a dance idea. Students will explore choreographic principles to shape dance material in response to a chosen stimulus and start to understand how dance is structured (ABC)</p> <p>Choreographic devices such as motif and development, repetition, contrast, transitions, highlights and climax will be explored.</p> <ul style="list-style-type: none"> <li>• choreographic approaches such as chance and contact</li> <li>• dance relationships such as unison, canon, complementary, contrast, symmetry and accumulation</li> <li>• group formations, spatial design and the manipulation of number</li> <li>• structuring devices, such as binary, ternary, rondo, theme and variation and narrative</li> </ul>	<p>Students will assess the stylistic qualities of Matthew Bourne and Motion House works using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles. Students will be able to explain the interrelationships between processes, skills and approaches used by the two practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.</p>