

# Dance

## Team Byrchall - Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

'Team Byrchall – Sport for Life' encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

## PHYSICAL

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student's ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

## PERSONAL

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness.
- To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

Autumn	Spring	Summer
Swing dance – performance piece Swansong Trio choreography module Bollywood Choreography module Swansong solo – motif development and choreography preparation	Swansong solo – motif development and choreography module Critical appreciation/choreography – Nutcracker module	Critical appreciation – Nutcracker Street Dance – performance/choreography module

- Homework should be set for Key Stage 4 students and marked in accordance with school and departmental policy.
- Students should always write homework in homework diaries.
- The teacher keeps records of homework set and completed. All homework set should also be on the VLE.
- Homework monitoring will take place via the department's monitoring policies, VLE and by student diary checks.
- Students who do not complete homework on time will be given another opportunity to do so (9am next day). If they still fail to complete the work set, then they will be subject to departmental discipline procedures and school rewards and sanctions policy.
- Students who regularly do not complete homework tasks will be referred to the PE management team. This will result in home contact or referral to Head of Year or mentor. Any home contact will be noted in GCSE personal teacher intervention files.
- Students who do not complete homework will be placed on departmental detention. This will ensure that a letter goes home to parents to inform them of the problem. This will be done at class teachers' discretion.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Swansong Trio	12	<ul style="list-style-type: none"> <li>• To observe the choreographic methods used in Swansong / choreograph a solo motif</li> <li>• To create a trio in Canon from original solo motifs</li> <li>• To continue to choreograph the Trios/ choreograph a whole group movement</li> <li>• To perform Unison section into Canon and Trio sections</li> <li>• To create stillness in dance</li> <li>• To appreciate the theme of Swansong through the different sections</li> <li>• To break section down and concentrate on enhancing performance with the use of Dynamics and Space.</li> </ul>

		<ul style="list-style-type: none"> <li>To be able to introduce a prop into the dance through choreography</li> <li>To be able to finish trio sections</li> <li>To create a solo as an end section to the dance</li> <li>To understand the expressive nature of dance skills</li> <li>12. To be able to put in a secure performance of Swansong</li> </ul>
Bollywood	8	<ul style="list-style-type: none"> <li>Use images of Bollywood dance to create stills – learn basic footwork</li> <li>Add Horse/limp step with arms – pairs to include into routine</li> <li>Take pairs and create small groups – create entrance/start to dance</li> <li>Teach tap step and horizontal circle step – add into routine. MID-POINT ASSESSMENT</li> <li>Add a prop i.e. scarf</li> <li>Add a travelling section – discuss style</li> <li>Create an ending/exit</li> <li>Final rehearsal and assessment</li> </ul>
Solo choreography unit based on motif development – 4A unit	20	<ul style="list-style-type: none"> <li>To understand the unit requirements – elements of solo choreography</li> <li>To introduce the first professional work – Swansong and the choreographer's intent</li> <li>To start solo task 4A and learn Motif 1 from Swansong</li> <li>To develop motif 1 using ACTION in pairs and a small group</li> <li>To complete first section of diary booklet which provides evidence for moderation</li> <li>To develop motif 1 using DYNAMICS</li> <li>To learn motif 2</li> <li>To develop motif 2 using ACTION and SPACE</li> <li>To complete a controlled assessment lesson</li> <li>To decide on a structure for their dance</li> <li>To complete a controlled assessment lesson</li> <li>To learn and develop motif 3</li> <li>To fit the climax into their dance</li> <li>To complete a peer assessment activity</li> <li>Controlled assessment lesson</li> <li>Controlled assessment lesson</li> <li>Mock recording</li> <li>To analyse and mark the mock recording of their solo dance</li> <li>Final changes/improvements</li> <li>FINAL RECORDING OF SOLO DANCE</li> </ul>
Matthew Bourne Nutcracker	12	<ul style="list-style-type: none"> <li>To watch the work in full and then concentrate on the Frozen Lake scene for ASDR</li> <li>To watch the Frozen Lake scene again and concentrate on ASDR, create a small paired motif as</li> </ul>

		<p>an entrance into the dance space</p> <ul style="list-style-type: none"> <li>• RE-cap motif from last lesson and develop further using repetition and addition</li> <li>• Create a whole group section (2 lines merging into 1 skating around the Lake)</li> <li>• Re-cap work so far and then learn movement from the Set Work. This is to be developed using canon and unison</li> <li>• Add Lifts and contact work in</li> <li>• Use first motifs to create movement versus stillness.</li> <li>• Create an ending</li> <li>• Rehearsal</li> <li>• Dress Rehearsal</li> <li>• Video recording</li> </ul>
Street Dance	<p>12 (with possibility of extra rehearsal time)</p>	<ul style="list-style-type: none"> <li>• To learn a street dance motif and choreograph an introduction and formation</li> <li>• To re-cap then continue to choreograph using Canon as a choreographic device</li> <li>• To re-cap then continue to choreograph using question and answer as a choreographic device</li> <li>• To re-cap then continue to choreograph using complementary relationship as a choreographic device</li> <li>• To re-cap and continue to choreograph using dynamics as a focus</li> <li>• To re-cap and continue to choreograph using stillness as a focus</li> <li>• To re-cap and add an ending</li> <li>• Rehearsal time to be planned by students</li> <li>• Dress rehearsal</li> <li>• Video recording</li> </ul>