

Dance Curriculum Ambition Statement

The aim of the Dance curriculum is to provide young people with the confidence needed to become passionate, innovative and forward thinking dancers. Our ambition is for pupils to develop a love of Dance, regardless of background or prior experience. We encourage pupils to play, experiment and challenge themselves, through adopting a growth mindset approach. Through this, pupils will gain key skills in performance, choreography and appreciation. We strive to build on pupils' cultural capital by exposing them to a multitude of dance styles and techniques from around the world. Additionally, pupils are exposed to a range of professional choreographers and dance companies, learning repertoire from past and current works.

We aim to develop transferable lifelong skills, such as decision making, problem solving and teamwork. Pupils are taught how to critically appreciate their own work, as well as their peers and professional dance pieces. Our curriculum offers pupils the chance to develop their resilience, by performing in front of others, thus increasing their self confidence and ability to trust. Skills taught at Key Stage Three are continuously built upon, in order to prepare and equip pupils for GCSE Dance and the requirements of the Key Stage Four curriculum.

At Key Stage Three, our learners are taught fundamental skills that are built upon and revisited each year, through engaging schemes of work. These skills will ultimately provide pupils with the essential knowledge needed to embark upon the GCSE Dance course.

- Technical skills
- Technical skills (relationships)
- Physical skills
- Expressive skills
- Choreographic devices
- Structuring devices

Through embedding these skills into their practice pupils will become versatile dancers who can perform, create and analyse.

Our Dance curriculum consists of two strands: Fit to Perform and Fit to Lead.

- **Fit to Perform:** Pupils will learn the technical and physical skills needed for a performance, such as co-ordination, stamina and control to allow for development within each individual's dance technique. Whilst also manipulating expressive and mental skills needed to build a professional and engaging performance which communicates confidence and commitment.
- **Fit to Lead:** Pupils will learn how to answer higher-order thinking questions by developing their analytical and appreciation knowledge. Pupils will also be supported in building their communication and organisation skills through individual and group work. Through supported teamwork pupils will have success at demonstrating their understanding and application of the different choreographic devices (elements).

The Key Stage Four curriculum is designed to fully explore the GCSE course requirements, building upon performance, choreography and appreciation skills. Pupils will draw on key skills and processes learnt throughout Key Stage Three and will continue to broaden and expand their vocabulary. GCSE Dance aims to develop students imaginatively, physically, emotionally and intellectually. Students will gain confidence and leadership skills by performing as a soloist and leading a group. Pupils will develop their analytical skills by learning how to critically appreciate professional pieces and their own work, by applying personal interpretations.

Our learners will feel equipped, prepared and excited when transitioning from Key Stage Three into Key Stage Four Dance. Upon completing their Dance journey at Downlands Community School, we aim for our pupils to leave as passionate and creative dancers who are ready to embark upon Key Stage Five and a future career path in Dance.