



CURIOSITY

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Curriculum overview

Subject	Performing Arts - Dance	Year group	12 and 13
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
Curriculum intent:	<p>Our curriculum is designed to give all students opportunities to enjoy, develop and explore the arts, allowing students to experience a purposeful and enjoyable experience which is accessible for all.</p> <p>The core values for our curriculum within our directorate is to provide the students with a broad experience in a wide range of topics, ensuring the students build upon prior knowledge but experience new themes in which broaden their understanding of the wider world, whilst exploring the school values, curiosity, compassion and courage.</p> <p>In Performing Arts; dance, music and drama, our students work on themed topics which are linked across all three subjects. The topics cover a broad range of genres which are essential to performing arts yet also provide cross-curricular links to other subjects across this school. We expose the students to a wider range of practitioners and consider the wider world of work within this. The students also have access to a broad range of enrichment activities that support their learning and provide opportunities such as travelling abroad playing in concert band or performing with dance company or attending county concerts with choir.</p> <p>The students in this school are particularly successful in the creative, practical subjects. We have a lot of excellent musicians and are known to be a centre of excellence with a Platinum award from ENTRUST for Music. We are well known within the community for the quality of productions and ensembles we have on offer.</p> <p>Our curriculum throughout the directorate is:</p> <ul style="list-style-type: none">• ambitious for all pupils;• coherently planned and sequenced;		



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	<ul style="list-style-type: none">• successfully adapted, designed and developed for pupils with special educational needs and/or disabilities• broad and balanced for all pupils and builds upon prior knowledge learnt <p>The national curriculum, in Music and Dance (PE), has been embedded within our topics. The language for learning used in our assessments and in lessons reflects this. All three areas prepare the students in readiness for GCSEs and further education and for a future within the industry, providing the students the knowledge needed in order to be successful learners. Our curriculum builds upon embedding knowledge, reinforcing and testing their understanding through written and practical based activities.</p> <p>Performing Arts is particularly successful in engaging disadvantaged students, who thrive and are successful in this environment.</p> <p>We encourage our students to be resourceful and strive for them to become independent learners. We encourage them to show curiosity in order to think and process new ideas, both independently and as part of a team, exploring different themes across the key stages. We give them experience beyond the classroom through trips, visiting practitioners and competitions. We provide our student with a nurturing environment in order for them to thrive and succeed, showing courage through performance to others. We teach them to show compassion towards others performing, discuss what it is to be an audience member and theatre etiquette. We support their aspirations both in the classroom and in their extra-curricular activities. Our directorate is particularly successful with providing them transferable skills, to support them in developing positive behaviours and attitudes across their academic career and beyond.</p>
Threshold Concepts (TCs):	<p>TC1 - Dancers will study and perform dances using advanced choreographic devices using a range of dance styles</p> <p>TC2 – Dancers develop their technique using a range of dance styles and forms</p> <p>TC3 – Dancers develop their mental skills and attributes, developing their movement memory, commitment, concentration and confidence.</p> <p>TC4 – Dancers will develop their process attributes, systematic repetition, rehearsal discipline, planning of rehearsal, response to feedback and capacity to move.</p> <p>TC5 – Dancers will have knowledge and understanding of action, dynamic, spatial, rhythmic, timing and relationship content.</p> <p>TC6 – Dancers will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>
KS4 specification summary:	<p>Students complete three units over the course of the 2 years at GCSE to assess their knowledge.</p> <p>Unit 1 - This unit assesses the theoretical content of the learner's chosen discipline (performance or production). Learners will demonstrate core knowledge and understanding of: the following:</p> <ul style="list-style-type: none">• Research• Idea development



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- Planning and budgeting
- Presentation (skills and content)
- Transferable skill of communication.

Unit 2 - This unit provides the opportunity for learners to be assessed on the theoretical content of a holistic production or performance, both as an individual and as a member of a group.

- A key performance or production role in a performance based on one of five performance briefs
- Transferable skill of teamwork

Unit 3 – Students demonstrate core knowledge and understanding of the following:

- Roles and responsibilities within the performing arts industry
- The role of performing arts in society
- Approaches to rehearsal
- Working as a deviser/performer/director
- Marketing and public relations
- Health and safety
- Design and technical elements
- Reviewing performance
- Theatre/film in education

Learner skills:

Critical thinking



CRITICAL THINKING

Organisation



ORGANISATION

Collaboration



COLLABORATION

Adaptability



ADAPTABILITY

Oracy



ORACY

Self-quizzing



SELF QUIZZING

YEAR 12

Term 1 and 2: August-December

Term 3 and 4: January-March

Term 5 and 6: April - July

The Big Question

What is a professional dancer?



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Big picture questions:	<p>How do I become a professional dancer? What skills do I need to become a professional dancer?</p> <p>Dance College – is this the route for me? How do I conduct myself professionally in a dance studio?</p>	<p>What skills does a professional dancer need on stage?</p> <p>How do I work as an ensemble member? What is important to remember in a rehearsal studio?</p> <p>Evaluation – is this important to review my skills?</p>	<p>Does a dancer need to be creative? How do I communicate a story through movement? How do I respond to a stimulus? Choreography – how do I think outside of the box?</p>	
Content (Linked to TCs):	<p>Unit 1 and unit 2 content are taught simultaneously throughout year 12</p> <p>Unit 1 – Investigating Practitioners Work AO1 – Students will demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners. (Linked to TC1 and TC5). These practitioners are:</p> <ul style="list-style-type: none"> - Bob Fosse - Christopher Bruce - Matthew Bourne <p>Students will understand how to:</p> <ul style="list-style-type: none"> • Set clear aims and objectives for contextual investigation. • Select relevant sources to access information. • Select primary sources: • Collate information, such as selecting and organising the pieces most relevant to the tasks and purpose. • Employ different formats for recording information: • Documenting research sources: <p>AO2 - Students will apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners. (Linked to TC1 and TC5).</p>	<p>Unit 1 and unit 2 content are taught simultaneously throughout year 12</p> <p>Unit 1 – Investigating Practitioners Work AO3 - Students will apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire. (Linked to TC1 and TC5). They will do this by:</p> <ul style="list-style-type: none"> • Evaluating the information collected. • Making independent judgements. • Drawing conclusions. • Establishing links and comparisons to the work of other performing arts practitioners. • Exploring opportunities for further investigation. <p>AO4 – Students will be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements. (Linked to TC1 and TC5). Students will:</p> <ul style="list-style-type: none"> • Consider validity of material collected. • Analyse selected material. • Consider alternative viewpoint. • Refer to contextual influences in the material selected. 	<p>Part A of unit 1 exam released in April Students will spend 4 weeks in supervised sessions planning for their unit 1 exam. Collating and writing up their notes that they can take into the exam.</p> <p>4 weeks after this time students will sit their 3 hour exam for part B of unit 1.</p>	<p>Introduction to Unit 3 – Group performance workshop</p> <p>Students will learn how to generate and explore ideas from stimulus Students will study different types of stimulus. (Linked to TC1, TC3, TC4, and TC5). Themes:</p> <ul style="list-style-type: none"> • social • cultural • historical • Ethical <p>Visual:</p> <ul style="list-style-type: none"> • photograph • painting • sculpture • graphic • found object <p>Text:</p> <ul style="list-style-type: none"> • poem • short story • quotation • lyric <p>Aural:</p> <ul style="list-style-type: none"> • music



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- Historical
- Cultural
- Social
- Economical
- Geographical
- Physical

Students will gain knowledge on:

- The exploration of themes in the work and how they are communicated, such as war, morality, romance.
- The use of creative ideas and intentions.
- The genre of the work(s).
- Target audiences and intended effect.
- Contextual influences on the work.
- How practitioners' work has influenced others.
- Collaboration with other practitioners in the performing arts and/or other areas.
- Public and critical responses to their work.

AO3 Students will apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire.

They will do this by:

- Analysing contextual factors that have influenced the work.
- Exploration and understanding of alternative viewpoints.
- Interpreting the information collected.
- Prioritising the information collected.

- Make connections and links between theme(s), creative intentions, influences in the
- Materials selected.
- Consider genre and style.

Students will gain knowledge on how to present these findings looking at:

- Use of appropriate format, structure and tone.
- Use of language and subject-specific terminology.
- Use of referencing information, citation and bibliography.
- • Use of critical analysis
- Explaining views and interpretations.
- Presenting structured arguments, conclusions and judgements.
- Use of relevant examples to support arguments, conclusions and judgements

Unit 2 – Developing skills and techniques for live performance

Students will apply performance skills and techniques in selected styles chosen by the student. **(Linked to TC1, TC2, TC3, TC4 and TC6).**

Students will apply the relevant performance skills presentations/performances or demonstration based upon existing material in one performance style as mentioned in learning aim B including:

- posture
- rhythm and tempo
- weight placement
- timing and pace
- use of space
- timing and rhythmic accuracy
- emphasis
- strength

- sound
- Media
- newspaper
 - magazine
 - documentary
 - video

Students will understand how to use stimulus for developing performance. **(Linked to TC1, TC3, TC4, and TC5).**

This includes:

- Analysis of stimulus material, discussion, brainstorm and Improvisation and practical responsive techniques.
- Artistic intention.
- Target audience.
- Form and style of the performance.
- Creative and staging possibilities.
- Developing performance roles (casting).

Students will be able to distinguish between



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Unit 2 – Developing skills and techniques for live performance

Students will understand the role and skills of a performer.

Students will study performances, how roles and skills must be carried out, allowing for effective analysis, evaluation and understanding. **(Linked to TC1, TC2, TC3, TC4, TC5 and TC6).**

Students will study in detail:

- Performance roles
- Interrelationship with other roles in performance practice, e.g. other performers, directors, choreographers.
- Formal training qualifications and progression routes.
- Employment opportunities and trends.
- Working conditions.
- Lifestyle factors.
- Performance skills: technical, physical, vocal and interpretative.
- Training such as strategies for professional development, exercises and techniques to develop and improve performance skills and methods of monitoring progress.
- Practical skills such as planning, responding to direction/choreography, collaboration and team working.

- stamina
- flexibility
- transitions
- musicality
- phrasing
- reaction and interaction with other performers
- stylistic quality of movement
- Spatial awareness.

Response to choreography:

- responding to correction
- learning and absorbing taught material

Students will review and reflect on development of skills and techniques for live performance.

Students will track their progress during this unit, reflecting on and evaluating the application and development of performance skills and techniques during workshops, rehearsal and final performance, presenting the information in a performance log that includes a combination of recorded evidence and supporting annotations. **(Linked to TC6).**

Their logs will make reference to:

- Physical skills.
- Interpretative skills.
- Personal management and discipline.
- Skills audit – baseline skills audit and regular monitoring of progress.
- Identification of strengths and areas for development.
- Long-term and short-term goals.
- Actions and targets.
- Use of feedback from others, e.g. teachers, instructors, peers.
- Evaluation of progress.

primary and secondary research

- Primary research: existing performance works, practitioners, existing performance texts, interviews.
- Secondary research: internet, printed publications, digital archives.



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	<p>Students will develop performance skills and techniques for live performance. (Linked to TC1, TC2, TC3, TC4, TC5 and TC6).</p> <p>Students will study practically:</p> <p>1) Physical skills:</p> <ul style="list-style-type: none">• Stamina• strength• flexibility• transitions• relationship to equipment• physical skills appropriate to the dance style• physical characterisation and expression• timing and rhythmic accuracy• emphasis• musicality• phrasing• projection• breathing• impetus• bodily expression• reaction and interaction with other performers• stylistic quality of movement• spatial awareness <p>Interpretive skills:</p> <ul style="list-style-type: none">• social and historical background of the performance material• key practitioner influences• Original creative intention, style and genre.• stylistic qualities• analysis of structures and devices• choreographer's intention• analysis of physical skills required <p>Personal management skills: (Linked to TC4 and TC6).</p> <ul style="list-style-type: none">• attendance and punctuality	<ul style="list-style-type: none">• Use of terminology appropriate to the discipline/style of performance.		
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	<ul style="list-style-type: none">• being ready to work, warming up and cooling down• wearing correct attire and presentation, e.g. footwear, dance wear, loose clothing,• hair tied back, no jewellery• concentration and focus• learning dialogue and actions• listening and responding positively to direction, instruction and feedback• willingness to experiment and try things out• sensitivity and empathy towards others			
Key vocabulary:	<p>Unit 1 - Contextual, Historical, Cultural, Social, Economic, Geographical, Physical, influences, primary research, secondary research, intentions, structure, tone, practitioner, validity, analyse, genre, style, evaluate, argument, judgements, conclusions, target audience</p> <p>Unit 2 - Action, dynamics, Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression</p>			<p>Unit 3: Devise, choreograph, stimulus, primary research, secondary research, development, communication, physical, vocal, choreographic devices, exploration, justification, compositional techniques, selection, canon, duo, duet, motif development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, expression</p>
Assessment:	Baseline formative assessment: October	Mock assessment: Unit 1 - January Summative exam: Unit 2 - March	Summative exam : Unit 1 – May Summative submission : Unit 2 - June	



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Key/Historical misconceptions in this unit:	<p>Unit 1: Investigating practitioners work Students will investigate into the historical contextual factors surrounding the work of the practitioners, Matthew Bourne, Christopher Bruce and Bob Fosse. Students will study the historical factors that influenced their work at the time of creating and how this had an impact on the audience watching.</p> <p>Unit 2 – Developing skills and techniques for live performance Students will research into the history of different dance styles, including Jazz, lyrical and contemporary and how this effected the stylistic qualities of that particular genre of dance. Students will also research into the history of different dance practitioners that inspire them as dance students and include this historical research in their coursework portfolios.</p>	<p>Unit 1: Investigating practitioners work Students will investigate into the historical contextual factors surrounding the work of the practitioners, Matthew Bourne, Christopher Bruce and Bob Fosse. Students will study the historical factors that influenced their work at the time of choreographing and how this had an impact on the audience watching.</p> <p>Unit 2 – Developing skills and techniques for live performance Students will research into the history of different dance styles, including Jazz, lyrical and contemporary and how this effected the stylistic qualities of that particular genre of dance. Students will also research into the history of different dance practitioners that inspire them as dance students and include this historical research in their coursework portfolios.</p>		<p>Unit 3 – Group Performance workshop</p> <p>Students will complete independent research including primary and secondary research surrounding the particular stimulus they are studying for their exam. This could be research around a piece of historical text, paintings, sculptures, printed publications and digital archives. Students will then study the historical, cultural, social and ethical themes surrounding this particular stimulus.</p>
<u>YEAR 13</u>	Term 1 and 2: August-December	Term 3 and 4: January-March	Term 5 and 6: April - July	



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The Big Question	What is your casting as a dancer?			
Big picture questions:	<p>Can dance tell a narrative?</p> <p>Improvisation – is this important?</p> <p>How do I compromise?</p> <p>How to refine performance material?</p> <p>Personal management skills – are these important?</p> <p>Jazz dance – what are the roots?</p> <p>What are the stylistic features of Jazz dance?</p>	<p>What's the difference between a good and outstanding dancer?</p> <p>What is the purpose of my choreography?</p> <p>How do I show a relationship on stage?</p> <p>Evaluation – the effectiveness of self-reflection.</p>	<p>What's next for my dance training?</p> <p>Self- discipline, is this important?</p> <p>How do I audition to get the job?</p>	
Content (Linked to TCs):	<p>Unit 3 and unit 10 content are taught simultaneously throughout year 13</p> <p>Unit 3 – Group Performance workshop Students will develop and realise creative ideas for a group performance in response to stimulus. (Linked to TC1, TC3, TC4, and TC5). Students will complete practical exploration to shape creative ideas through:</p> <ul style="list-style-type: none"> • Discussion: mind mapping, brainstorming and debate. • Improvisation. • Physical experimentation. • Aural experimentation. • Experiment with techniques and methods of known practitioners. • Visual/graphic notation, scriptwriting/storyboarding, style/genre. • Staging techniques. • Performance techniques. • Structural elements. • Compositional structures and devices. <p>Students will understand how to use appropriate performance skills including:</p> <ul style="list-style-type: none"> • Physical performance skills. 	<p>Unit 3 and unit 10 content are taught simultaneously throughout year 13</p> <p>Unit 3 – Group Performance workshop Students will communicate creative intentions through group workshop performance for an external assessment. (Linked to TC3, TC4 and TC5) Students will demonstrated communication of:</p> <ul style="list-style-type: none"> • Purpose, intention and meaning of the work. • Target audience. • Relationship with other performers. • Clarity and pace of the group performance. <p>Students will apply individual performance skills</p> <ul style="list-style-type: none"> • Physical skills. • Communicate meaning. • Creative intention. • Genre/style. • Use of costume and props as appropriate. • Use of space. • Clarity and pace. <p>Students will review and reflect on the effectiveness of the working process and the workshop performance, including: (Linked to TC3 and TC6)</p> <ul style="list-style-type: none"> • Interpretation of stimulus and ideas. 	<p>Unit 3 – Exam of Group Performance Workshop</p> <p>Students will sit their unit 3 exam, 'group Performance workshop' to an external examiner in the theatre in April.</p> <p>Students will complete any outstanding coursework for the rest of this term in preparation for hang in date at the end May.</p>	N/A



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- Communication skills (with other performers, with audience).

Students will understand the process of development and realisation of creative ideas through: **(Linked to TC6)**.

- Selection and rejection of ideas and material.
- Responding to feedback.
- Shaping and refining material to resolve problems.
- Refining performance skills through rehearsal.
- Explaining and justifying interpretation of the stimulus and creative decisions.

Students will develop personal management, teamwork and collaborative skills including: **(Linked to TC3 and TC6)**.

- Attendance.
- Punctuality.
- Meeting group and individual deadlines.
- Learning and absorbing material.
- Applying, developing and refining performance skills.
- Giving and taking instruction and direction.
- Trust and cooperation.
- Contributing ideas.
- Receptiveness and responsiveness to the ideas of others.

Unit 10 – Jazz dance technique

Students will understand the development of jazz dance.

Students will explore the origins and development of jazz dance and musical accompaniment.

Students will study the origins, development and musical accompaniment of jazz dance and a minimum of three practitioners, allowing for

- Use of exploratory techniques.
- Own development and contribution of ideas
- Effectiveness of the development of own performance skills to develop and shape performance material.
- Strengths.
- Areas for development/improvement.
- Effectiveness of the performance in realising the creative intention.
- Effectiveness of own performance skills in realising the creative intention.
- Development of the material in terms of staging and production elements if this were to be realised as a fully resourced production.
- Development of own performance skills if this were to be realised as a fully resource
- Production.
- Group strengths
- Group areas for improvement.

Unit 10 – Jazz dance technique

Students will apply skills and techniques of jazz dance to a performance.

Students will continue to apply jazz dance techniques through rehearsal. **(Linked to TC1, TC2, TC3, TC4 and TC5)**.

Throughout rehearsal, students will study:

- Awareness of safe practice.
- Appropriate dance wear, footwear and presentation (hair tied back, no jewellery).
- Understanding the principles of how to warm up and cool down appropriately.
- Rehearsal: understanding the structure of a rehearsal and how this is used in preparation for a performance.
- Self-management.



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effective analysis, evaluation and understanding.

(Linked to TC1, TC2 and TC5).

Students will study:

- Roots of the style found in African and Caribbean traditional dances.
- Burlesque
- Vaudeville
- Katherine Dunham
- Jack Cole
- Bob Fosse
- Jerome Robbins
- Musical accompaniment, such as: African/percussion, gospel, swing and big bands, ballads, Latin, Bollywood, musical theatre, popular music, blues.

Students will develop the skills and techniques of jazz dance. Students will participate in jazz technique classes and workshops in order to develop their knowledge, understanding and technical skills.

(Linked to TC1, TC2, TC3, TC4 and TC5).

Jazz dance techniques:

- Correct posture for jazz dance.
- Positions of the arms: first, second, third, fourth, fifth, side opposition, curved, contracted, angled, inverted, opposition, co-ordinated.
- Positions of the feet: first, second, fourth, use of turnout, parallel, inversion.
- Basic stretches of the body: upward, forward, side, back.
- Basic bends of the body: forward, side, back, half and full body relaxation, half and full body circle.
- Contractions.
- Use of feet: stretch/extension, flex, neutral, coupé, relevé, tendu, glissé.

- Self-discipline.
- Commitment to the task or activity.
- Ability to follow and respond to direction.
- Working independently.
- Responding to feedback.
- Repetition.
- Responding to direction and corrections from peers, teachers and choreographers.
- Use of self-reflection to support development through use of observation, video and mirrors.

Students will apply jazz dance techniques through performance. (Linked to TC1, TC2, TC3, TC4 and TC5).

Students will study the application of technical skills, such as:

- alignment
- posture
- core stability
- strength
- stamina
- flexibility
- co-ordination
- agility
- balance
- weight placement
- whole body participation
- elevation
- breadth and depth of movement
- movement memory and accuracy
- spatial awareness

Students will study the application of interpretative skills, such as:

- projection
- energy
- communication with the audience



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- Use of spine: extension, curling, arching, high release, back bend, rotation, body roll, ripple.
- Use of hips and legs: front, side, outward round kicks both straight and developpé, second, plié, retiré.
- Isolations and combinations of isolations of body parts: head, shoulders, arms, ribs, hands, hips, legs, feet.
- Travelling movements: walks (drag, triple, extended, circular, developpé) runs (forward drag, sideways drag, triple, split).
- Linking steps: step ball change, spring ball change, pas de bourrée travelling, turning and on the spot, jazz change of weight.
- Pirouettes: single, double, inwards and outwards at both low and high levels.
- Turning: chaîné turns, posé turns, elevated turns, coupé turns, syncopated turns with high and low leg lines, off balance turns, attitude turns.
- Kicks: front, side, back – on whole foot, rise, en fondu with leg straight or in attitude, flick developpé, layout, hitch kick, tilts, outward round, inward round, controlled.
- Elevation: hops, springs, accented hops, forward leaps with and without developpé, side leaps,
- side leap turning, attitude leaps, tuck jumps, turning jumps, barrel turn, Russian split, scissor leap, stag leaps, forward and sideways jazz pounce.

Students will study the development of stylistic features of: **(Linked to TC1 and TC2).**

- Traditional jazz.
- Lyrical jazz.
- Musical theatre/Broadway jazz.

- focus
 - dynamic range
 - use of breath
 - attack
 - emphasis
 - musicality and phrasing
 - use of facial expression to support the intention or theme of performance
 - spatial awareness
 - awareness of floor pattern and formation
- Students will Review personal development of their own performance and track their progress during this unit. Students will do this by reflecting and evaluating on the application and development of jazz dance skills and techniques during workshops, rehearsals and final performance, presenting the information in a performance log. **(Linked to TC6).** Students will review and evaluate development of jazz dance techniques in a performance, including:
- Technical skills.
 - Development skills.
 - Strengths.
 - Feedback.
 - Target setting.
 - Areas for improvement.



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	<ul style="list-style-type: none">• Commercial jazz.• Street jazz. <p>Students will study the relationship between techniques and music: (Linked to TC2)</p> <ul style="list-style-type: none">• Time signatures, e.g. 4/4, 2/4, 3/4, 6/8, 5/4, 7/4.• Tempo.• Rhythm and timing: understanding of note values, syncopation, accents, cross phrasing.• Musicality: use of lyrics or key sounds within the musical accompaniment, light and shade, impetus.• Dynamic range: impulse, impact, suspension, speed, use of weight.• Use of breath.• Understanding of musical accompaniment, such as African/percussion, swing and big band, ballads, Latin, Bollywood, musical theatre, commercial, blues.			
Key vocabulary:	<p>Unit 3: Devise, choreograph, stimulus, primary research, secondary research, development, communication, physical, vocal, choreographic devices, exploration, justification, compositional techniques, selection, canon, duo, duet, motif development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, expression</p> <p>Unit 10: Posture, Positions of the arms: first, second, third, fourth, fifth, side opposition, curved, contracted, angled, and inverted, opposition, co-ordinated. Positions of the feet: first, second, fourth, use of turnout, parallel, inversion. Basic stretches of the body: o upward, forward, side, back. Basic bends of the body: forward, side, back, half and full body relaxation, half and full body circle. Contractions. Use of feet: stretch/extension, flex, neutral, coupé, relevé, tendu, glissé. Use of spine: extension, curling, arching, high release, back bend, rotation, body roll, ripple. Use of hips and legs: front, side, outward round kicks both straight and développé, second, plié, retiré. Isolations, combinations of isolations, travelling movements: walks (drag, triple, extended, circular, développé), step ball change, spring ball change, pas de bourrée travelling, turning and on the spot, jazz change of weight. Pirouettes, hops, springs, accented hops, forward leaps with and without</p>			



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	developpé, side leaps, side leap turning, attitude leaps, tuck jumps, turning jumps, barrel turn, Russian split, scissor leap, stag leaps, forward and sideways jazz pounce , dynamics, extension, focus, gesture, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure			
Assessment:	Formative mock assessment unit 3: December		Summative exam: Unit 3 –April. Summative exam: Unit 10 - April	
Key/Historical misconceptions in this unit:	<p><u>Unit 3 – Group Performance workshop.</u> Students will complete independent research including primary and secondary research surrounding the particular stimulus they are studying for their exam. This could be research around a piece of historical text, paintings, sculptures, printed publications and digital archives. Students will then study the historical, cultural, social and ethical themes surrounding this particular stimulus.</p> <p><u>Unit 10 – Jazz Dance technique.</u> Students will study the history of jazz dance and jazz practitioners Bob Fosse, Jerome Robbins and Jack Cole. Students will then implement this knowledge into their coursework portfolio completing independent research on the history of jazz, the different jazz styles and biographical research on their chosen jazz dance practitioner.</p>	<p><u>Unit 3 – Group Performance workshop.</u> Students will complete independent research including primary and secondary research surrounding the particular stimulus they are studying for their exam. This could be research around a piece of historical text, paintings, sculptures, printed publications and digital archives. Students will then study the historical, cultural, social and ethical themes surrounding this particular stimulus.</p> <p><u>Unit 10 – Jazz Dance technique.</u> Students will study the history of jazz dance and jazz practitioners Bob Fosse, Jerome Robbins and Jack Cole. Students will then implement this knowledge into their coursework portfolio completing independent research on the history of jazz, the different jazz styles and biographical research on their chosen jazz dance practitioner.</p>		