



# Curriculum Intent and Implementation

## Dance Department Intent

The purpose of our Dance curriculum is to inspire pupils through active, creative and insightful lessons in the world of choreography, appreciation and performance. We aim to secure strong academic outcomes alongside a discovery of cross curricular experiences. By exploring a wide range of topics, pupils can find areas of interest which will raise their confidence and encourage them to embrace a growth mindset. The Dance curriculum involves pupils learning about the historical context of dance, different cultures and genres. They will develop essential skills such as collaboration, working independently and working cohesively as part of a team. Alongside learning a variety of new key terms and concepts, pupils will have to apply this knowledge and analyse and evaluate key professional works. Lessons have a consistent and strong emphasis on peer feedback and self-reflection which promotes a positive and compassionate environment, embedding the SMSVC ethos of Bishop Walsh. We are committed to ensuring all pupils have high aspirations and providing support and provision to ensure all can succeed.

### ***Daily/weekly review:***

Each Dance lesson begins with a retrieval practice task which quizzes pupils on their prior learning from the previous lesson and previous content from past topics. Due to the practical nature of the subject, feedback plays an integral role in all lessons, in particular verbal feedback takes place in many forms such as self-review, peer feedback and teacher feedback. Home learning has a strong focus on cementing theoretical knowledge and developing analytical dance knowledge.

At KS4 and KS5, past paper questions are used frequently to allow students to review and apply their knowledge and improve their examination technique.

### ***Modelling:***

Due to the practical nature of the subject, dance teachers continually model their expectations and technical aspects of the course through a consistent 'I do, we do, you do' approach.

Modelling past exam responses in relation to assessment objectives is a key strategy used in KS4 and KS5.

### ***Explanation and reading:***

Throughout all lessons pupils engage in guided reading with prepared high quality information worksheets and booklets that are relevant to each topic. Teachers will read along with pupils whilst highlighting key points, stopping to ask questions to check understanding on subject specific vocabulary. The information in the knowledge booklets has been designed and presented to enable students to understand the essential knowledge required for each topic.

Pupils are strongly encouraged to engage in wider reading and to further develop their knowledge of dance history and current topics.

***Deliberate Practice:***

'I do, we do, you do' techniques are embedded into dance lessons. Pupils are provided with opportunities to practise applying new movement sequences and choreographic devices practically before applying specific terminology to written responses.

Pupils are frequently questioned verbally and challenged on their understanding of practical and theoretical skills, encouraging students to use correct subject terminology within their response.

Through personalised feedback, pupils are made aware of the progress they have made and how they can improve their grades.

In KS4 and KS5, students are provided with opportunities for independent practice. The prepared anthology booklets have a range of questions for students to complete which target the key knowledge for each set work.

Examination style questions are used regularly in order to consolidate learning and allow students to effectively apply their knowledge and perfect their exam technique.