



The Fisher Way: Curriculum



The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Dance
Year Group	Year 7
Intent	<p>Successful and resilient learners: Learners will have the opportunity to participate within Dance practical and theory which might push them out of their comfort zone and require resilience and determination to complete along with a positive mindset to try something new.</p> <p>Confident individuals: Learners will demonstrate a variety of techniques, choreography, analytical and performance skills which will boost confidence within the subject as well as assisting progression and development through self-evaluations.</p> <p>Responsible citizens: Learners will be able to take ownership of their learning and the work produced through personal analysis and further explore ways in which Dance is used within different cultures and societies and how a professional industry is built around this.</p>

Narrative	<p>All learners will complete this year with an understanding of basic key terminology and choreographic devices. They would have had the opportunity to explore Jazz and musical theatre in context as well as participating in workshop styles such as Contemporary, Flamenco and Street dance. Alongside the practical, students will complete a selection of theory tasks including target setting, professional work analysis, peer assessment and self-evaluations.</p> <p>This subject will be new to most students with the exception of those who participated in any extra curriculum classes. This year is designed to start back from the basics for those who are new to the subject as well as incorporating elements of challenge for students who already have that fundamental knowledge.</p> <p>This work will prepare any students who take dance as an option as it offers them a basic fundamental knowledge of dance which will be built upon and developed within BTEC Performing arts. This course will provide students with the requirements they need to progress in the performing arts industry, it also provides them with the ability to develop self-confidence and discipline.</p>					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	The Nutcracker (Application)	The Nutcracker (Application)	Jazz Dance (Choreography)	Jazz Dance (Choreography)	Musical Theatre (Performance)	Musical Theatre (Performance)
Key skills	<p>Students will experience watching professional dance works from Mathew Bourne's The Nutcracker. Students will identify key movement features, space and levels and character development within three 'sweetie' dances. Students will be taught</p>	<p>Students will choreograph their own dance pieces based on a sweet of their choice. Student will learn further choreographic devises and techniques such as cannon, unison, effective transitions, gesture, space, dynamic etc. This will challenge the student's creative skills and ability to</p>	<p>In this topic, students will be introduced to Jazz dance and will be introduced to professional dance practitioners such as Bob Fosse and their influences. We will analyse these practitioners and the stylistic qualities they hold. This, along with techniques from the application unit will be used in small to</p>	<p>Students will be taught a short motif as a starting point. They will then be given a set stimulus image in which they must discuss, analyse and extract choreography ideas from. They will be assessed on their ability to respond to the stimulus using a range of skills and techniques along with ability to work as a</p>	<p>This topic introduces the students to the history and origin of Musical Theatre. They will be taught a section of Musical Theatre chorography in which will develop movement memory along with exploring how to demonstrate relationship, action and dynamics in a performance while</p>	<p>This will be a performance unit where the students are assessed on their ability to learn choreography. Students will develop skills in precision, control and fluency. They will then be further assessed on their ability to perform and communicate</p>

	choreography based on the Nutcracker in which they are to apply key movement features as analysed from the professional work.	apply technique to a section of choreography in the style of Matthew Bourne.	choreograph a Jazz style dance in response to a stimulus.	group and comminate ideas.	using the space effectively.	creative intentions to an audience.
Cultural capital	Exploring Mathew Bourne's choreography in a live theatre recording. Music composed by Tchaikovsky.	Inspired by Mathew Bourne's choreography. Exploring different dance styles and historical origins.	Introduction to Jazz dance and famous dance practitioners such as Bob Fosse. Understanding different dance styles closely relating to Jazz.	Exploring Jazz throughout time and the use of hierarchy and class systems. Discussing stimulus as a group to ensure all student understand all elements of the image.	Watch live pieces of performance repertoire. Contrasting different musical theatre stories and discussing impact on an audience.	Exploring theatre and audience environments. Exploring how to perform to an audience and the impacts of live performance.
Assessment	Self-assessment of dance, target setting and research task.	Application and performance of basic dance techniques in the style of Matthew Bourne.	Self-evaluation of dance, target setting and research task.	Choreography and performance of jazz dance using basic choreographic techniques in the style of Jazz practitioners.	Self-evaluation of dance, target setting and research task.	Performance of set choreography from a profession musical theatre production using performance skills and movement memory.