

Elm Court School

Dance Curriculum Overview



Dance at Elm Court is designed to develop the pupils' physical skills, build confidence, and encourage teamwork and collaboration. In years 7, 8, and 9 pupils explore several dance styles, progress from working in groups to pairs, and eventually independently. Pupils also learn safe practices and general layout activities to form a successful dance class. The skills developed during the Key Stage 3 learning journey prepare pupils to pursue our Dance Leadership Course on both Level 1 and Level 2 in KS4 and KS5. This course follows a curriculum that allows pupils to develop skills in leadership and understanding of creating great dance sessions as well as providing pupils with practical sessions.

<p>Year 7:</p> <p>Pupils engage in the activities below in preparation for the potential of choosing Dance as a Pathways subject:</p> <ul style="list-style-type: none"> Physical warm-ups - pupils learn both conventional head-to-toe warm-ups alongside dance exercises and games that get heart rates pumping. Dance Games - we work on typical games such as musical chairs and statues alongside 	<p>Year 8:</p> <p>Pupils begin to explore other dance styles and movement dynamics. Progressions in Year 8 involve introductions to different dynamics used in dance, trialling other dance styles such as contemporary forms, and more:</p> <ul style="list-style-type: none"> Physical warm-ups - pupils learn both conventional head-to-toe warm-ups alongside dance exercises and games that get heart rates pumping. Dance Games - we work on 	<p>Year 9:</p> <p>Pupils continue to explore other dance styles and movement dynamics. Leading small activities with peers is also introduced and encouraged. Progressions in Year 9 include building confidence in leading certain learned activities amongst peers:</p> <ul style="list-style-type: none"> Physical warm-ups - pupils learn both conventional head-to-toe warm-ups alongside dance exercises and games that get heart rates pumping. Pupils are encouraged to part-lead these exercises for their peers to encourage independence and leadership skills. 	<p>Pathways Options KS4 (Years 10 – 11)</p> <p>Pupils in KS4 (Years 10 and 11):</p> <p>Pupils continue to work towards completing:</p> <p>Level 1 qualification in Dance Leadership</p> <p><u>Unit 1 – Establishing leadership skills</u></p> <ul style="list-style-type: none"> Know the skills and behaviours needed to lead others. Know how leadership skills and behaviours can be used in a range of situations. Develop own leadership skills such as self-belief, teamwork, communication, self-management, and problem-solving. 	<p>Pathways Options KS5 (Years 12 – 14):</p> <p>Pupils in KS5 (Years 12 – 14): Pupils continue to work towards completing:</p> <p>Level 2 qualification in Dance Leadership</p> <p><u>Unit 1 – Building leadership skills</u></p> <ul style="list-style-type: none"> Understand the skills and behaviours needed for effective leadership. Understand the importance of leadership skills and behaviours in a range of situations. Manage the development of own leadership skills. Take on the roles and responsibilities of a Dance Leader.
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<p>dance-specific tasks that get pupils working in teams and moving together.</p> <ul style="list-style-type: none"> • Street Dance Styles – foundations in hip hop, popping, break dancing, and house footwork. • Spatial awareness - moves used in choreography, and movement directed in tasks will aid balance, spatial awareness, and control of the body. • Turn-taking – specific exercises will encourage turn-taking in both giving input and being able to receive other’s ideas. 	<p>typical games such as musical chairs and statues alongside dance-specific tasks that get pupils working in teams and moving together.</p> <ul style="list-style-type: none"> • Introduction to other Dance Styles – pupils still practice street dance styles from Y7 but add contemporary movement to their practice. • Movement Dynamics – we start to introduce dance vocabulary and terminology for ways of moving, choreographic tools, and movement. • Spatial awareness - moves used in choreography, and movement directed in tasks 	<ul style="list-style-type: none"> • Dance Games - we work on typical games such as musical chairs and statues alongside dance-specific tasks that get pupils working in teams and moving together. In year 9 we encourage pupils to begin leading these games to develop leadership skills. • Introduction to other Dance Styles – continuing from Street dance and contemporary, we begin to look at trending styles across the world and more technical movements such as jazz. • Movement Dynamics - we continue to develop dance vocabulary and terminology for ways of moving, choreographic tools, and movement. • Spatial awareness - moves used in choreography, and movement directed in tasks will aid balance, 	<ul style="list-style-type: none"> • Understand the roles and responsibilities of a Dance Leader. <p>We achieve this through theoretical lessons and paperwork. We then take these learnings and infuse them into our teaching practice.</p> <p><u>Unit 2 – Plan, assist in leading, and review a dance activity</u></p> <ul style="list-style-type: none"> • Plan appropriate dance activity • Use music and stimulus in dance • Assist in leading appropriate dance activity • Review their role in the leading dance activity <p>We do this through practical sessions. Pupils learn the components required for different types of dance sessions and begin to shadow and then independently lead these activities and exercises. We apply the knowledge learned in Unit 1 to our</p>	<p>To achieve Unit 1, we recap all of the learnings from Unit 1 in DL1 and progress on them. We deepen our understanding of these skills and behaviours and think of where they can be applied within dance and in our broader everyday life. This unit involves reflection, understanding, and paperwork.</p> <p><u>Unit 2 – Plan, lead, and evaluate dance activity sessions</u></p> <ul style="list-style-type: none"> • Plan structured, inclusive, and safe dance activity sessions • Lead structured, inclusive, and safe dance activity sessions • Evaluate dance activity sessions <p>Thinking about the different forms that a dance session can be (class, battle, fitness session, filmed tutorial, etc.). We plan our chosen sessions before we begin to put what we are learning into practice. We look at</p>
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<ul style="list-style-type: none"> • Team Choreography – we will work through tasks and activities that require pupils to create short sequences and routines in groups. • Healthy Competition • Dance Battles – in year 7 we work off team choreography tasks in groups of 4-6 and encourage healthy competition via dance battles. 	<p>will aid balance, spatial awareness, and control of the body.</p> <ul style="list-style-type: none"> • Turn-taking - Specific exercises will encourage turn-taking in both giving input and being able to receive other's ideas. • Team Choreography - we will work through tasks and activities that require pupils to create short sequences and routines in groups. In Year 8 pupils will be encouraged to create in smaller groups of 2 or 3. • Healthy Competition • Dance Battles - in year 8 we work off team choreography 	<p>spatial awareness, and control of the body.</p> <ul style="list-style-type: none"> • Turn-taking - specific exercises will encourage turn-taking in both giving input and being able to receive other's ideas. • Choreography - we will work through tasks and activities that require pupils to create short sequences and routines in small groups and also independently. In Year 9 pupils will be encouraged to create dance routines/sequences independently. Group work will be limited to pairs. • Healthy Competition • Introduction to independent leadership activities such as responsibility in leading warm-ups, etc. • Dance Battles – in Y9 we encourage dance battles to be in pairs and eventually solo. 	<p>practical work and planning in Unit 2.</p> <p><u>Unit 3 - Lead dance activities which promote a healthy lifestyle</u></p> <ul style="list-style-type: none"> • Know the factors that contribute to a healthy lifestyle and suggest lifestyle improvements • Plan, and assist in leading and reviewing a dance-related fitness session <p>We achieve this by teaching the dance sessions and activities we planned in Unit 2 and carrying through the knowledge learned from Unit 1. Practical sessions are taught as part of the delivery.</p>	<p>adaptations that may need to be made to make all of these events more inclusive.</p> <p><u>Unit 3 – Assist in planning and leading a dance event</u></p> <ul style="list-style-type: none"> • Understand the different types of dance event • Assist in planning a dance event • Assist in leading a dance event • Evaluate a dance event <p>We start Unit 3 both individually and in groups where we lead multiple dance sessions and activities. We practice our teaching and leadership skills through both independent leadership and teamwork. This unit contains a mix of paperwork and practical work.</p> <p><u>Unit 4 – Dance choreography</u></p> <ul style="list-style-type: none"> • Know different styles of dance • Choreograph a group dance • Lead a group dance
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	<p>tasks in groups of 2 and encourage healthy competition via dance battles.</p>			<p>In this Unit, we delve deeper into a couple of chosen popular dance forms such as Jazz, B-Boying/Girling, Street and commercial styles, contemporary forms, etc. We look at the roots of the styles and the history that brings each into the present day. We also assess them physically and action the techniques taught by the teacher to be choreography in our chosen style(s). This unit contains a mix of paperwork and practical work.</p> <p><u>Unit 5 – Lead dance activity sessions</u></p> <ul style="list-style-type: none">• Understand dance in the community• Lead dance activity sessions <p>Unit 5 is achieved through actioning all that was planned in the previous units by leading your sessions. This unit also involves reflection and evaluation of your learned skills.</p>
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How you can support your child in Dance:

Exposing your child to different styles of dance through everyday media such as TV, computers, and YouTube is great. Social media can be a fantastic platform for dance if used safely for children.

When possible, you could try to expose your child to live dance performances. Live dance is not only accessible in theatres. You can find live dance on the streets through buskers, in local parks where many artists train in warmer weather, or usually in local festivals/events. One fantastic event worth noting for families and children interested in street dance styles is Breakin' Convention. This hip-hop theatre festival happens in Angel (north London) once a year (usually around May) and involves big theatre shows and also free family events for free or at a decent price. Things like this can be a great family day out.

If your child has an interest in a particular style, there are always local extracurricular classes that you could enroll your child in. Please do get in touch if you like some advice or pointers on this.

Please keep in touch with the Dance section should you feel your child is struggling or needs more challenge – let us know.

Emails can be sent to: admin@elmcourt.lambeth.sch.uk.