

# **RECOVERY CURRICULUM**

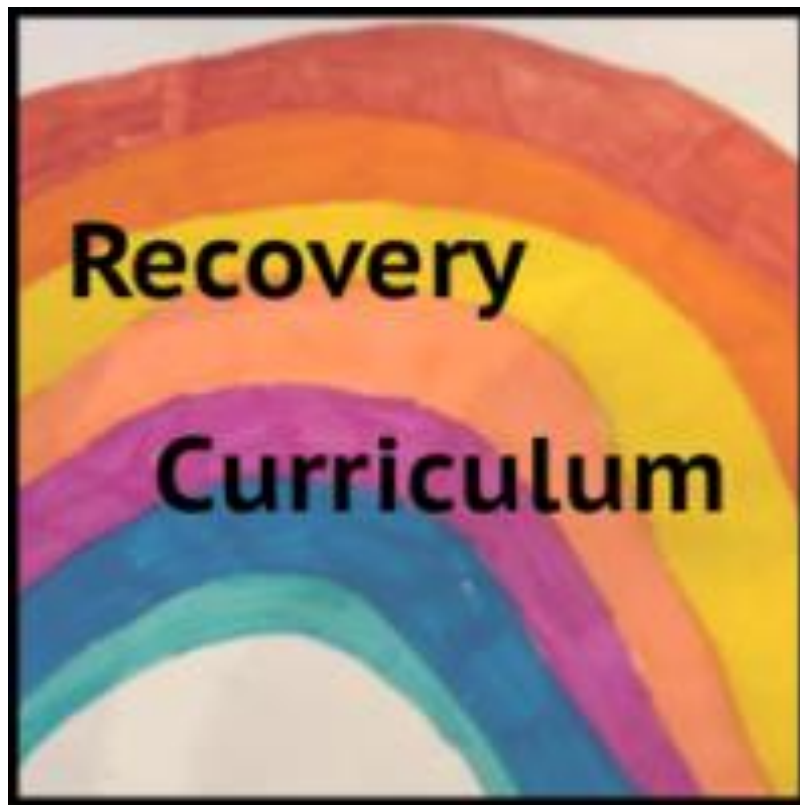
## **Year 10**

Subject: Performing Arts -Dance

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Subject:	Dance	Teacher:	Mrs E Squire
Year:	Year 10	Class:	Year 10 BTEC Tech Dance
Unit title:	Developing Skills and Techniques in the Performing Arts		
Duration:	6 sessions		

## Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on introducing students back to Dance following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students into Academy life and support with the issues resulting from loss. Being the first unit covered for the BTEC course the focus will be on building students trust and relationships allowing them to feel safe in the environment to try new things and dancing as a group as well as technical dance skills and strength.

Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?

Students will use skills gained in dance in the previous academic years to take part in a variety of workshops for team building and skill development. Students will need to re visit the base skills and develop strength, flexibility, choreographic understanding, motif development, trust and team-work. This unit focuses on broadening students knowledge styles of dance, students will take part in dance appreciation tasks to understand and identify the key characteristics of the style of dance as well as teacher led genre workshops and core and conditioning classes.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Ambitious – Setting targets to become a skilled dancer learning the work of professionals

Brave – present their dance to peers, dancing with new peoples and trying new styles

Kind – being supportive of other students who may need help, being a good audience when dances are presented

Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?
<p>Dance appreciation- using professional dance works and identifying key characteristics,  Dance actions- recapping the 7 key dance actions- Jump, Rotation, contract and extend, weight transfer, stillness, travelling and Gesture  Choreographic skills- devices, modifying, expanding  Performing  Use of a prop  Learning taught choreography  Modifying taught choreography  Stength and conditioning</p> <p>Ballet, Tap, Jazz, Street, contemporary, popping and locking, fusion, breakdancing, tutting</p>	<p>Dance history, choreography, performing, Skills, Technique, flexibility, strength.</p> <p>Ballet, Tap, Jazz, Street, contemporary, popping and locking, fusion, breakdancing, tutting.</p>
Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?	
<p>Awareness of Dance styles and cultural links  Awareness of the variety of Job roles within the industry  Health and Safety practices  Introduction to professional dance pieces  Being able choreography own dances from own and shared ideas  Modify choreography  Present work to other people</p>	

Implementation	
GAPS	
<b>Identification</b> – how are you going to identify the gaps in knowledge/skills?	<b>Triage</b> – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
Students returning after a long period of time may not have taken part in exercise regularly, potential decrease in skills and knowledge. The introduction to the term will discuss rules, expectations and basics of dance. Each class assessed from warm up activities. Skills audits by both students and teacher completed at regular intervals as well as teacher observations.	Students assessed via warm ups and choreography pace, planning will adjust to the specific needs of each class and pace of work. Adapting the planning by removing or adding additional dance works and choreographic devices. Students base skill level needs to be at a ks4 level the aim for these first sessions will be to ensure everyone has a sound base knowledge of the core dance genres, fitness and strength
KEY CONCEPTS	
<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Choreographic devices, dance actions, timing, flexibility, strength, technique, performing, Floor work, dance genres, Use of props,	Students will be able to transfer skills used automatically to further units of work. This will give students an understanding of the professional world of dance and skills set required to complete the course
WELLBEING	
<b>Lockdown</b> – how will students share their experiences of lockdown?	<b>Social and Emotional</b> – how will student social and emotional health be supported?
Introduction sessions will be based on well-being and ice breaker tasks allowing for students to share positive experiences and things they have achieved. Discussion to be lead in a positive manner allowing for students to get to know each other. Nidra yoga session (meditation to be introduced) Relationship building tasks where possible to form trust within the group and teacher to student. Choreographic opportunity to develop a dance about their lockdown experience using Rosas Danst Rosas as a professional influence.	ELS will monitor how students respond to the introduction sessions, Nidra yoga will allow for students to take time for themselves.  As year progress leader ELS has an insight into students well-being and strong developed relationships.

RE-ESTABLISH	
<b>Learning Skills</b> – how are you going to re-establish the skills for learning?	<b>Relationships</b> – how are you going to re-establish classroom relationships?
Students are given clear deadlines for each section of the work. The progress can be monitored easily both by student and tutor as there will be an outcome after each task. Tasks are set out clearly in stages on the learning board Structured workshops focusing on individual technique, skills and genres.	ELS will encourage students to watch each other's work and support each other by praising and suggesting way to improve. As a class they will share performances. Students will work in a support pair socially distanced but developing choreography together.
OPPORTUNITIES	
<b>Discussion</b> – what are the discussion based opportunities?	<b>Group</b> – what are the group work based opportunities (while still ensuring social distancing)?
Class discussions- lockdown time and events in the introduction lessons Group and pair discussions Discussion about the professional pieces in the observation tasks. Discussions of how to improve work Dancers diaries will give an opening for discussion	Choreography – share ideas Peer and group assessment and feedback Presenting – perform work Target setting and refinement

Delivery													
1	Number of lessons in cycle: 2	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)							
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Depending on guidelines- into changing rooms to get changed. First lesson some may not have kit.  Seating plan in designated area  Read- rules displayed on the board  Feelings mind map	<table><tr><td>What</td><td>Team building and trust development</td></tr><tr><td>Why</td><td>Develop a safe atmosphere</td></tr><tr><td>How</td><td>Teacher lead workshop Student practice</td></tr></table>			What	Team building and trust development	Why	Develop a safe atmosphere	How	Teacher lead workshop Student practice
		What	Team building and trust development										
		Why	Develop a safe atmosphere										
		How	Teacher lead workshop Student practice										
		Blended (live and remote as independent study)	<input type="checkbox"/>										
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)							
Trust workshop and Nidra yoga Introduce rules and expectations		workshop and peer work socially distanced		workshop and peer work socially distanced criteria shared									
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)									
Teacher guided activities, relationship builders		Light feedback circulation during activities				Synchronous (live)							
						Asynchronous (remote)							
Resource needed due to Covid: Changing facilities/come to school in PE kit Socially distanced dots/squares or markers on the floor Ventilation- door open? Spare kit- wash bags Washing powder Dance shoes? Spray or wipe sanitiser Floor sanitiser – cleaned between classes				Resource used normally: Paired work/ group work Changing rooms Computer Spare kit Props									

2	Number of lessons in cycle: 2	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)			
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Depending on guidelines- into changing rooms to get changed.  Seating plan in designated area  Relaxation/ mindfulness – music and colouring activity	What	Team building and trust development Strength and conditioning Dance technique			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Develop a safe atmosphere Understand characteristics and dance actions Develop and understanding of the dancers body and skills required			
					How	Teacher lead workshop Student practice			
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)			Synchronous (live)
		Introduced students to technique exercises focus on strength flexibility and stamina Nidra yoga Pilates		Demonstration of movements and exercises- student practice whilst given instructions and teacher circulates Constant checking by teacher throughout each activity physically watching and correcting both during and after.		Criteria for technique and exercises given, warm up followed Teacher led workshops			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)			Asynchronous (remote)
		Independent practice of exercises, performance of each given exercises Teacher to circulate and help where needed		Light feedback whilst students work independently		Group performance and target setting			
Resource needed due to Covid: Changing facilities/come to school in PE kit Socially distanced dots/squares or markers on the floor Ventilation- door open? Spare kit- wash bags Washing powder Dance shoes? Spray or wipe sanitiser Floor sanitiser – cleaned between classes				Resource used normally: Paired work/ group work Changing rooms Computer Spare kit Props					

3	Number of lessons in cycle: 2	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Depending on guidelines- into changing rooms to get changed. First lesson some may not have kit.  Seating plan in designated area  Read- rules displayed on the board  Watch- Rosas danst Rosas	What	Team building and trust development Explore features Rosas danst Rosas Learn key moves	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Develop a safe atmosphere Understand characteristics and dance actions Develop observation and appreciation skills	
					How	Teacher lead workshop Student practice	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Strength and conditioning exercises Contemporary technique including floor work Introduce Rosas Danst Rosas Introduce choreography		Characteristics of the style Chair safety workshop and peer work socially distanced	Dance observation Teacher taught motif- model Scaffold each section  workshop and peer work socially distanced		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
Small sections taught at a time students work independently to ensure phase is learnt.		Light feedback circulation as students self-practice	Class performance altogether of the given choreography				
Resource needed due to Covid: Changing facilities/come to school in PE kit Socially distanced dots/squares or markers on the floor Ventilation- door open? Spare kit- wash bags Washing powder Dance shoes? Spray or wipe sanitiser Floor sanitiser – cleaned between classes				Resource used normally: Paired work/ group work Changing rooms Computer Spare kit Props			

4		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Depending on guidelines- into changing rooms to get changed.  Seating plan in designated area  Rehearse motif independently	What	Team building and trust development Explore features Rosas danst Rosas Learn key moves Modify previously taught repertoire		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Develop a safe atmosphere Understand characteristics and dance actions Develop observation and appreciation skills Develop choreographic skills		
					How	Teacher lead workshop Student practice		
	Number of lessons in cycle: 2	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Recap given choreography Introduce student development Strength and conditioning exercises Contemporary technique including floor work choreographic devices		Characteristics of Chair dance Chair safety Choreographic devices checking for understanding		Criteria for modifying the motif workshop and peer work socially distanced		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	Independent dance development with given success criteria Teacher to circulate and help where needed		Light feedback whilst students work independently		Group performance and target setting			
	Resource needed due to Covid: Changing facilities/come to school in PE kit Socially distanced dots/squares or markers on the floor Ventilation- door open? Spare kit- wash bags Washing powder Dance shoes? Spray or wipe sanitiser Floor sanitiser – cleaned between classes				Resource used normally: Paired work/ group work Changing rooms Computer Spare kit Props			

1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Depending on guidelines- into changing rooms to get changed.  Seating plan in designated area  Watch floor section of Rosas Danst Rosas	What	Team building and trust development Explore features Rosas danst Rosas Learn key moves Learn floor sequence Modify floor sequence
Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Develop a safe atmosphere Understand characteristics and dance actions Develop observation and appreciation skills Develop choreographic skills
			How	Teacher lead workshop Student practice
4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Strength and conditioning exercises Contemporary technique including floor work  Recap of taught and modified phrase Introduce choreography Modify and transitions		Choreography broken down into small sections and times tasks given Criteria for modification and transitions given and on board.	Teacher taught motif- model Scaffold each section workshop and peer work socially distanced	
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	
Small sections taught at a time students work independently to ensure phase is learnt.  Work socially distanced with a partner to create own floor section		<b>Light feedback whilst students work independently and whilst teaching the choreography</b>  <b>Deep final performance and graded feedback- self evaluation</b>	Final performance- filmed for evidence	
Number of lessons in cycle: 2			Synchronous (live)	
			Asynchronous (remote)	

<p><b>Resource needed due to Covid:</b></p> <p>Changing facilities/come to school in PE kit</p> <p>Socially distanced dots/squares or markers on the floor</p> <p>Ventilation- door open?</p> <p>Spare kit- wash bags</p> <p>Washing powder</p> <p>Dance shoes?</p> <p>Spray or wipe sanitiser</p> <p>Floor sanitiser – cleaned between classes</p>	<p><b>Resource used normally:</b></p> <p>Paired work/ group work</p> <p>Changing rooms</p> <p>Computer</p> <p>Spare kit</p> <p>Props</p>