



# Willingdon

## COMMUNITY SCHOOL

### “Lifelong participation”

“I feel as though my confidence and smile have come back,  
I love Performing and learning new choreography as well  
as creating my own!” Ex year 11 Student

“My child loves exploring her development in dance  
whether this be on her own technique or choreography  
skills” Parent

CURRICULUM BOOKLET

Sept 2025

# Dance

# Our School

## Curriculum Vision

'To provide a curriculum fit for our students' future, building on the successes of their past (ready for post 16 and life). This allows our students to be safe, happy, well informed global citizens who have experienced a five-year progressive and dynamic curriculum where they have the opportunity to aspire and achieve their fullest potential. This will embody the school's values of 'Personal Excellence' through a broad and balanced curriculum, which is inclusive and reflective of our local needs'.

## Subject Vision

We believe that Dance, Physical Education and Child Care are essential parts of a student's learning journey. They promote lifelong engagement in physical activity, sport, and wellbeing. Young people learn to be creative and to develop their confidence to be the best versions of themselves.

*As a department we aim to provide all students with a high quality and broad curriculum that not only provides active participation but challenges all students regardless of ability and supports the whole school Personal Excellence ethos. Students are given opportunity to lead and officiate as well as compete and perform.*

We are committed to providing an environment where pupils can work outside of their comfort zone to gain cultural capital through extracurricular clubs and experiences. Our department fosters holistic development where students can utilise an understanding of teamwork, determination, resilience, fairness, respect and boost their confidence and self-esteem.



# Key Concepts in Dance

Throughout KS3 students will study a broad dance curriculum which will enable student's to strive to build upon their performance, choreography and analysis skills. At Willingdon Community School we aim to build upon students' social skills, creativity and confidence which will enable them to succeed into their adult lives the Dance curriculum aims to build this. We offer many opportunities to represent our school in wider school activities.

Within the national curriculum Dance is one programme of study that makes up our core physical education curriculum.



Here students develop their rehearsal and performance skills and techniques.

During KS3 we have a strong focus on the application of knowledge, skills and understanding of 'rehearsal' and 'performance'. Here students will develop their physical, technical, mental and expressive skills as well as how to use choreographic devices and processes to communicate their choreographic intention.

As the students progress through the key stage they will work with a range of dance styles and students will explore several different professional works.

By the end of KS3 students will have experience in exploring and responding to a range of stimuli to develop a dance motif. This will help to develop their imagination, problem solving, creativity and the synthesis of ideas.

During the rehearsal stages students will analyse and improve their own as well as a others performance skills and techniques to foster improvement.



# Programme of Study Key Stage 3

## **During KS3:**

During KS3 students will be taught a range of techniques to build upon their rehearsal, performance, choreography and appreciation skills.

### Styles

Musical Theatre

Street Dance

Bollywood

Capoeira

Contemporary

### Choreography

Movement from a stimulus

Motif development

Choreographic devices



During Year 7 they will have the opportunity to experience dance on a rotation where they will explore all four of the dance components within one topic area. They will study two different styles of dance and will enable students to expand their creative mind, gain social skills and develop fundamental technique and knowledge. In Year 8 this will also be on rotation. In Year 9 the students will study two professional works to support confidence in KS4 options and a lifelong appreciation of the wider dance society.

## **Assessment plan for KS3:**

Students are assessed against their performance, rehearsal, choreography and appreciation skills against the BTEC Dance criteria to prepare them for KS4;

- *Apply skills and techniques in performance.*
- *Understand the skills and techniques and apply them in response to choreography.*
- *Review own development and application of performance.*

Students are given regular feedback from their class teacher and their peers to aid them in their development of performance. Students are expected to be reflective and critical of their own practical ability to ensure they improve. Video analysis is used as to help build self-evaluation skills.

# Dance at Key Stage 4 – *Level 2 BTEC in Performing Arts*

## Component 1:

This unit is internally marked by the teacher and equates to 30% of their final grade.

Practical workshops and technical classes will be undertaken to experience a range of styles and choreography.

Theoretical lessons will support the acquisition of knowledge and understanding through learning the key skills and techniques for choreography, rehearsal, performance and appreciation This will be in relation to the exam board set theme.

Research on the set work will be undertaken to support knowledge and understanding of the choreographic process and devices used. These will then be linked to the exam board set theme.

The roles and responsibilities of a dance company will be studied, in relation to the skills they need to possess as well as an example from the set professional work.

Finally the rehearsal and production process will be explored and explained in relation to the set professional work.

## Component 2:

This unit is internally marked by the teacher and equates to 30% of their final grade.

Practical workshops and technical classes will be undertaken to support the learning, rehearsal, performance and appreciation of one set professional repertoire.

Theoretical lessons will support the acquisition of knowledge and understanding through learning the key skills and techniques for choreography, rehearsal, performance and appreciation.

Video evidence will be taken of workshop's, technical classes and rehearsals as well as the final performance.



## Component 3:

This unit is externally marked by the exam board and is worth 40% of the final grade.

It is assessed on their development of responding to a brief, with a specific theme.

There is a practical assessment of their responses in front of an audience ,which is filmed.

Written responses on initial ideas, development and evaluation of the response to a stimulus are collected and this is a supervised and timed synoptic assessment.



# British Vales

## Democracy

Pupils are taught about the need for different roles and different responsibilities, including choreographer and performer. A pupil voice for Dance and performance is carried out.

Pupils know how to behave in Dance in a way that is acceptable socially.

Pupils understand and accept the different roles when creating and performing dances.

Pupils can work individually and in teams and make informed choices. The extra-curricular programme is inclusive and activities are well attended.

## The Rule of Law

Pupils are taught about fairness and respect, through a variety of Dance styles.

Pupils learn to work individually and in groups.

An established ethos in Dance with regard to how to support one another.

Competition against oneself is encouraged in addition to competition against others. Pupils can understand the need for rules and routines, and adhere to them. Pupils adhere to and understand the rules of safety. All pupils can solve problems on their own or with others. Pupils demonstrate good social skills. Pupils know and adhere to the rules and social etiquettes related to any type of competition or showcase.

## Individual Liberty

Dance recognises individual differences. There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. Pupils are taught safely and about safety. Pupils respect individual differences and are confident to express their opinions and respect others' views. Pupils are able to make judgements about their own and others' performances. Pupils feel safe in curricular and extracurricular activities and during off site visits. Pupil voice for Dance is undertaken regularly. Dance recognises individual differences by allowing students to share opinions and respect other's views. Pupils learn about historical, cultural and religious differences. Students learn about Dances from specific cultures and backgrounds.

## Mutual Respect and Tolerance

Pupils are taught about historical, cultural and religious differences, through a variety of Dance styles.

The culture in Dance respects cultural differences.

Pupils are taught about the environment and different activity contexts. There are appropriate rewards and sanctions in Dance for inappropriate behaviour. The school engages in competition and encourages competition within and across the community. Pupils avoid stereotyping groups. Pupils can articulate their own beliefs.

Pupils respect Dance equipment and school buildings/facilities.



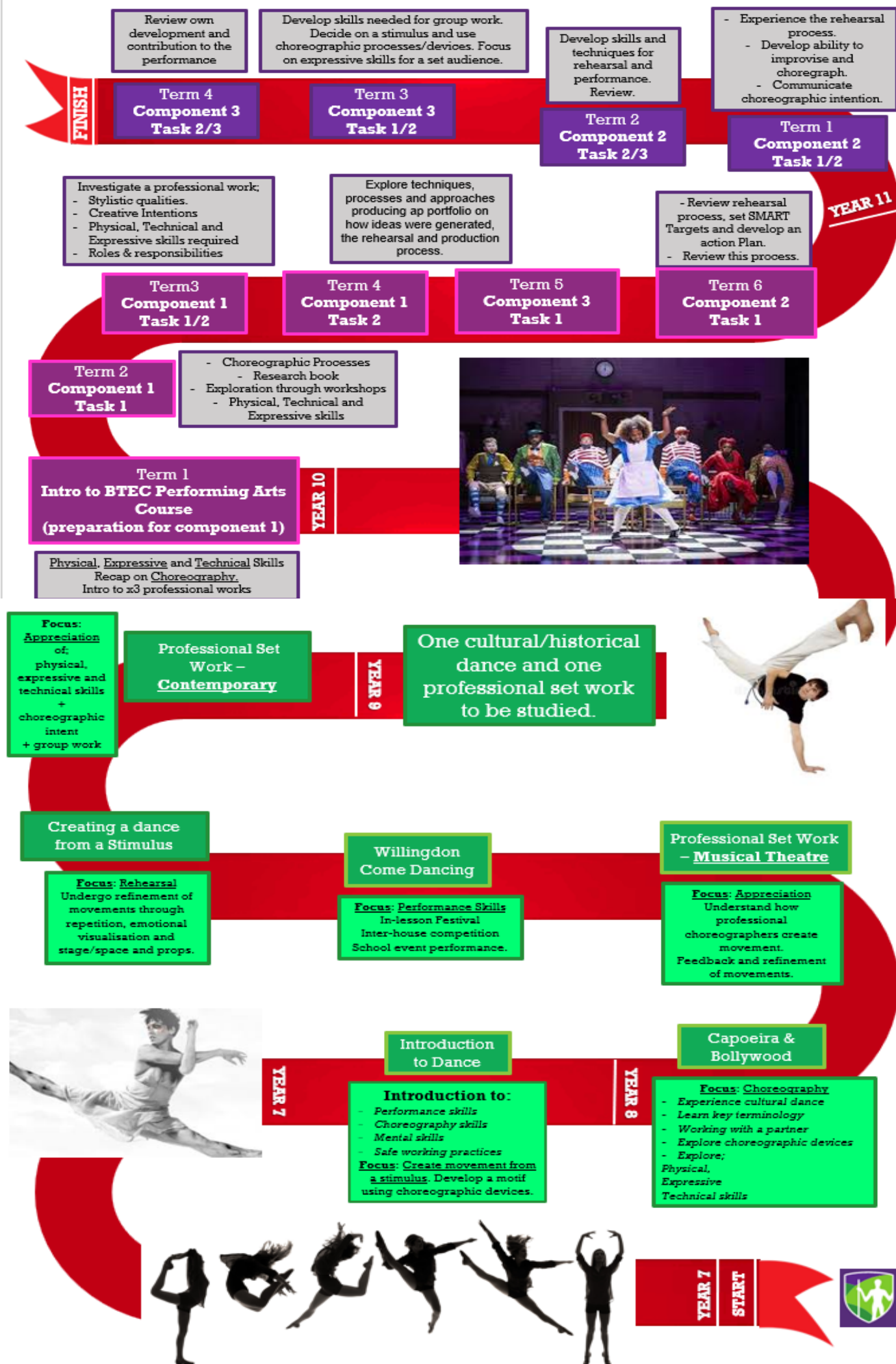
## SMSC

SMSC is embedded in the Dance curriculum at Willingdon Community School. Students learn a lot about themselves socially when exposed to challenging and changing situations. These situations occur in lessons and competitions held against other local schools. By undertaking a variety of roles including performer and choreographer, students develop their compassion and empathy for others. This is developed further through providing opportunities for students to choreograph and assess others. Students are provided with ample opportunity during their lessons to be imaginative and creative and also reflect upon their experiences. Students develop morally at KS3 and KS4 by participating in a range of dance styles from different countries and cultures. Part of this participation involves learning the laws and rules of the choreographies and also the history surrounding them. Based on this, pupils are able to create their own material. Students develop their skills in responsibility, self-control and the management of others.

Across both key stages students work collaboratively building upon skills to develop teamwork and the ability to problem solve with others. Students work in a variety of groupings and are respectful of others' opinions as part of their criteria for success.

Students are provided with a vast array of opportunities to experience activities and respond with a willingness to get involved. Through KS4 dance, students research and develop their knowledge and understanding of how and why dances are developed in specific ways and have opportunities to develop as leaders within a dance context..

# Dance Learning Journey



# Literacy in Dance

Dance has a strong focus on literacy through discussions, verbal feedback and opportunities for leadership. During different units of work students are exposed to key vocabulary and dance terminology, which will increase their vocabulary. This developed vocabulary then can be used to evaluate themselves and peers leading into KS4 coursework.

# Numeracy in Dance

In Dance, students develop numeracy capability when they create, represent and interpret data in spatial, and numerical forms. Students use calculation, estimation and measurement to plan and execute dances. Through dance, students develop spatial awareness and spatial reasoning as they manipulate elements of movement, plan and create dances and explore choreographic patterns, sequences and structures. When learning and performing dances students count beats in different metres and consider the effect of tempo choices. They can also use movement diagrams to learn dances or document their own choreography.

# Broadening Horizons in Dance

There are numerous opportunities for students to participate in extra-curricular activities and school events to take part in. These go from performing arts club through to dance competitions and shows.

This gives the students the opportunity to experience dance socially, for fun and competitively. To provide cultural capital we give the option for students to go on trips to the theatre to see live shows which run throughout the year.

# Parents can help by:

Providing students with the correct PE kit to allow them to fully participate in all lessons.

Encouraging students to attend Dance Club and rehearsals. These are all free of charge!

Ensuring students engage in physical activity at the weekends and during the school holidays. Examples could be walking, stretching, yoga, online work out videos.

Discuss the importance of being physically active for at least 30 minutes a day with your child.

# Raising aspirations in Dance

Being able to offer dance on the curriculum enables students to have the opportunity to raise their self-esteem, motivation, confidence and creativity. We are consistent in wanting our students to be the best version of themselves and not to see barriers to their own learning and development.

By exposing students to role models and professionals it enables them to develop their understanding of what is needed to achieve to high level, and how we can learn from barriers we face.

There are a range of roles that a dancer can adopt as a professional career;

- *Choreographer*
- *Dancer/Performer*
- *Lighting Designer/Set Designer*
- *Stage Management/Production Crew*
- *Company Managing.*
- *Dance Writer*
- *Physical Therapist*
- *Yoga/Pilates/Somatic Teacher*
- *Dance Teacher*