**Dance at King’s Academy Ringmer**

| **End point** | **Knowledge acquired** | **Skills acquired** |
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| **PERFORMANCE** |
| **Physical skills**  | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - Alignment- Accuracy- Balance -Coordination- Contraction- Energy- Extension- Flexibility- Control- Posture- Stamina |
| **Technical Skills** | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - **Action content** - travel, turn, elevation, gesture, stillness, floor work, transfer of weight. - **Dynamic content** - fast/slow, sudden/sustained, acceleration/de-acceleration, flowing/abrupt- **Spatial content** - pathways, levels, directions, size of movement, patterns, spatial design- **Relationship content,** lead and follow, mirroring, action-reaction, accumulation, complement and contrast, counterpoint, contact, formations- Timing content- Rhythmic content  |
| **Expressive Skills** | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrating a competent application of skills. demonstrate**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - Musicality- Focus- Dynamics- Facial expressions- Characterisation - Emotion - Projection - Interaction with others- Phrasing- Communication of meaning |
| **Mental Skills** | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - Movement memory - Concentration - Confidence- Commitment |
| **Personal Management Skills** | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - Attendance - Punctuality - Wearing correct attire- Being Prepared - Motivation - Reliability - Responding to feedback  |
| **Safe Working Practice**  | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrating a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - Health and safety procedures- Warming up- Cooling down |
| **CHOREOGRAPHY** |
| **Responding to a Stimulus** | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrating a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | **Types of stimuli** - Visual - Auditory - Tactile - Ideational - Kinesthetic  |
| **Application of Techincal Skills** | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrating a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - **Action content** - travel, turn, elevation, gesture, stillness, floor work, transfer of weight. - **Dynamic content** - fast/slow, sudden/sustained, acceleration/de-acceleration, flowing/abrupt- **Spatial content -** pathways, levels, directions, size of movement, patterns, spatial design- **Relationship content,** lead and follow, mirroring, action-reaction, accumulation, complement and contrast, counterpoint, contact, formations |
| **Choreographic Processes** | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - Researching- Improvising- Generating- Selecting- Developing - Structuring- Refining |
| **Choreographic Devices and Form** | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - **Motif and development** - levels, dynamics, size, direction, pathways, instrumentation, retrograde, embellishment, fragmentation - Repetition - Contrast - Highlights- Climax- Manipulation of Number - Unison and Canon |
| **Structuring Devices** | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - Binary - Ternary- Rondo- Narrative- Episodic- Transitions |
| **Communication of Choreographic Intent**  | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - Mood- Meaning- Idea - Theme - Style |
| **Rehearsal Process** | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - Decision making- Improvising - Blocking - Refining- Technical rehearsal - Dress rehearsal  |
| **APPRECIATION**  |
| **Features of Production**  | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - **Set/staging** - projections, furniture, structures, backdrops, screens. - **Lighting -** colour, placement, directions, angles- **Props** - size, shape, materials, how used etc- **Costume** (including footwear, masks, make-up and accessories): features such as colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action - **Dancers (**number, gender) - **Aural settings** - song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm - **Dance for camera** placement, angle, proximity, special effects.- **Performance environments** - proscenium arch, site-specific, in the round,  |
| **Choreographic Approaches** | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - Collaborative approach- Chance - Working closely with accompaniment - Show, make, task  |
| **Choreographic Content**  | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | **- Movement Content** - Action, space, dynamics and relationships (as per the knowledge, skills and understanding for choreography)- **Structuring Devices and Form** - Binary, ternary, rondo, narrative, episodic, transitions- **Choreographic Devices** - Motif and development, repetition, contrast, highlights, manipulation of number, unison and canon. |
| **Choreographic Intent**  | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | - Mood- Meaning- Idea- Theme- Style/style fusion |
| **Critical Analysis** (performance) | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | An understanding of how the contribution of performance skills enhance the following;- Choreographic intent - Mood- Meaning- Idea- Theme- Style |
| **Critical Analysis** (Choreography) | **KS3****Year 7 -** will be able to outline key features and demonstrate a basic application of skills**Year 8** - will be able to identify and describe skills with relevant examples, as well as demonstrate a competent application of skills.**Year 9** - will be able to discuss skills and approaches with relevant examples and how they contribute to the performance work.**KS4 -** will be able to explain and access the use of skills and their creative contribution to performance work. Demonstrating considered selection of appropriate skills to own and existing repertoire. | An understanding of how the contribution of choreographic skills enhance the following;- Choreographic intent - Mood- Meaning- Idea- Theme- StyleTo critically appreciate own and professional works through describing, analysing, interpreting, evaluating and reflecting on; - Similarities and differences between defining characteristics. - The contribution of choreography, performance and features of productions to the audience’s understanding of the work.- The relationship between choreography, performance and features of production and how these have been used to enhance the understanding of the choreographic intention. - The purpose or significance of different performance environments in which the piece has been created and performed.  |