**Dance at King’s Academy Ringmer**

| **End point** | **Knowledge acquired** | **Skills acquired** |
| --- | --- | --- |
| **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  - Style  To 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. |