



## **National Curriculum Review: Dance**

Dance is a distinct art form that offers unique learning opportunities that combine the artistic with the physical.

The NC should offer children and young people (CYP) the opportunity to experience dance as an art form that links across the curriculum with art & design, drama and music, creative writing, poetry, stories, film and digital media. A high quality dance curriculum should be based on the three inter-related processes of performing, composing and appreciating dance enabling CYP to develop their physical and creative dance skills, knowledge and understanding. These are conceptually closely linked with processes common to learning in other arts which together, offer a framework with rich potential for contributing to CYPs' artistic, aesthetic, creative, physical and cultural education. Whether dance is taught within PE or Dance/Performing Arts contexts it must be taught as an art form for CYP to benefit fully from an education in and through dance.

### **Common strands across Key Stages 1- 4**

The following elements should be included at various Key Stages to ensure a well rounded dance education for all pupils.

- Dance is offered in a coherent and consistent way in the curriculum at all Key Stages
- All pupils should have access to dance regardless of their gender and ability
- Performance/Sharing opportunities to be available within individual schools each term and jointly for clusters of schools for all pupils at least once per year
- Pupils should have inspirational input from professional dance artists in school each year
- CPD in dance is available to all teachers as appropriate to their needs
- KS2 – KS4 – pupils attend at least one professional dance performances each year
- KS2 – KS4 – pupils and parents/guardians are signposted to out of school provision to extend and deepen engagement, including youth dance groups, graded dance examinations and other dance programmes
- KS2- KS4. The most talented pupils are signposted to training and progression routes offered by Centres for Advanced Training (CATs), Vocational Schools and HEIs.

## **Dance Programme Key Stages 1-4**

### **Key Stage 1**

Pupils can:

- Control and co-ordinate their bodies to perform basic actions including travelling, jumping, turning, gesture, transference of weight and stillness
- perform movements and simple dance phrases showing contrasts of speed, rhythm, tension, shape, size, direction and level
- explore and respond imaginatively to a range of different stimuli, including music, through spontaneous responses and structured tasks
- create dance phrases and short dances, to express and communicate ideas, moods and feelings
- be able to describe and interpret the dances they create and watch
- understand how to work safely in the dance space.

### **Key Stage 2**

Pupils can:

- extend their dance skills and movement vocabulary by using more complex body actions, dynamics, use of space and relationships
- explore dance ideas through improvisation, selecting and refining movement using simple compositional tools to make dances on their own, with a partner and in small groups
- use stimuli from and link to, other areas of the curriculum including music, art and drama
- experience dances from different cultural traditions and historical periods
- describe and interpret their own and others dances using expressive language and appropriate dance terminology
- understand how to warm up and cool down to prevent injury

### **Key Stage 3**

Pupils can:

- develop and perform increasingly complex movement patterns in a variety of dance styles to refine their technical and expressive skills, showing increasing sensitivity to the accompaniment
- create dances using compositional principles e.g. motif, development, unison, canon, group relationship, design of movement in and through space to communicate meaning and ideas
- support their own dance compositions with written, recorded and/or oral descriptions of their intentions and outcomes
- describe, analyse and interpret and evaluate dances, including some professional dance works, recognising stylistic differences and different aspects of production and cultural/historical contexts

- understand and use effective body alignment and placement to prevent injury and improve technical skill

#### **Key Stage 4**

Pupils can:

- perform complex and technically more demanding dances accurately and expressively
- create dances which successfully communicate their artistic intention
- dance in a range of styles showing understanding of form and content
- devise and design aspects of production for their own compositions
- describe, interpret and evaluate all aspects of dance including choreography, performance, cultural and historical contexts and production
- demonstrate understanding of safe practice in dance and how the subject can contribute to health, fitness and well-being
- access to examinations and qualifications in dance at GCSE level that could lead to A/S, A and BTEC dance courses .
- participate independently in out of school clubs, classes and groups