



Northampton International Academy Dance Curriculum Overview



Why Teach Dance?

At Northampton International Academy the Dance department is one strand of the Performing Arts team.

Performing Arts aims to be the heartbeat of the school. It gives the pupils a powerful form of communication that can change the way they think, feel and act. The Performing Arts department offers Music, Dance and Drama. This will develop well-rounded pupils by giving them real life experiences and embedding transferable skills which will enable them to achieve their full potential moving forward both in education and beyond. There are three core concepts used, CPR (creating, performing and responding) which will enhance our pupils' skills and knowledge across all 3 subjects and form the basis of all faculty assessments.

It is an inclusive environment that all our pupils can express their creativity and imagination. Performing arts offers Music, Dance and Drama. This will develop well-rounded pupils by giving them real life experiences and embedding transferable skills which will enable them to achieve their full potential moving forward both in education and beyond. There are three core concepts used, CPR (creating, performing, and responding) which will enhance our pupils' skills and knowledge across all 3 subjects and form the basis of all faculty assessments.

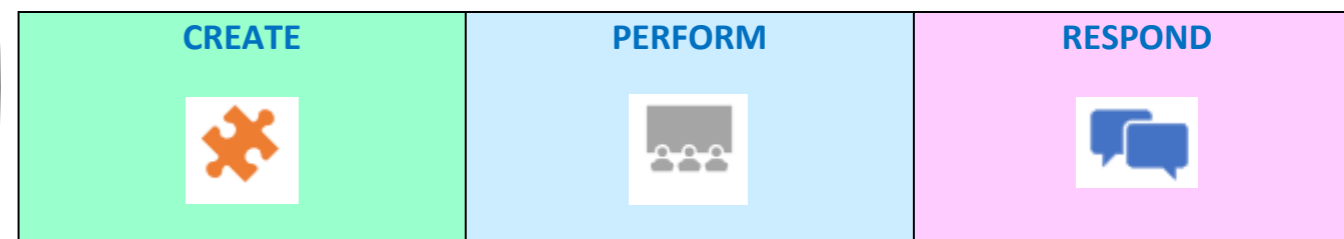
At NIA the curriculum is broad and ambitious; Dance is empowering for the body and mind and has many benefits with transferable skills. Our pupils are encouraged to perform, critique, and learn to choreograph throughout their progression. Dance enables pupils to gain artistic skills, learn discipline, etiquette and develop their abilities in physical movements and interactions. [Pupils experience a range of dance styles with a variety of origins, cultures and art forms.](#) Pupils experience a range of dance styles with a variety of origins, cultures and art forms.





Dance Curriculum Big Ideas

Curriculum maps detail the sequencing of substantive knowledge of Dance to enable pupils to build and develop the important concepts over time through our three

'Big ideas'

Dancing involves development of technical and expressive skills which is shown through our RADS and these tie in with our 3 forms Creating, Performing, and responding.



	R RELATIONSHIPS	Looking at who in the performance, the number of dancers, proximity and how the dancers interact.
	A ACTIONS	What a dancer does through use of body parts such as the 6 basic dance actions, jump, turn, travel, gesture stillness, and transference of weight.
	D DYNAMICS	Combinations of speed, energy and continuity, flow of energy, stillness
	S SPACE	Moves e.g. pathways, levels, directions, size of movements, patterns, spatial design

Learning for Life and Careers.

Employability skills: Collaboration, Communication, confidence, creativity, resilience, presentation skills, critical analysis, and evaluation

Linking the curriculum to careers: Choreographers, Journalism, teaching, therapy, Professional dancer, Costume design, Physio, Nutritionist

Encounters with employers: Opportunities to meet and perform alongside local and professional performers, workshops led by visiting choreographers, visits to theatres and other establishments.

Examples of qualification pathways: GCSE Dance progresses naturally to A level Dance which can lead to further study at specialist Higher Education providers and a career in professional dance and performance.



Northampton International Academy

Substantive Curriculum Content Overview



	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Dance Actions C: Create motifs of movement with varied actions, transitions, dynamics and relationships. R: Demonstrate knowledge of dance specific vocabulary.	Street Dance C: Develop structure of performance with focus on transitions and style. P: Perform showing stylistic features and performance skills accurately. R: Demonstrate knowledge of dance specific vocabulary.	Contemporary C: Develop structure through motif development and choreographic devices, showing a stimulus. P: Perform showing stylistic features and performance skills accurately. R: Demonstrate knowledge of dance specific vocabulary.	Anthology 1 – A Linha Curva AO4 Set Dances AO1, AO3	Anthology- Features of production and performance environment. AO4 Set Dances – NEA Final Assessment AO1, AO3
	R A D S	Action Dynamics	R A D S	R A D S	R A D S
Autumn 2	Skydiving C: Develop movement to add dynamics, space and show the stimulus of Skydiving. P: Recreate movement accurate with energy, correct timing and showing the stimulus. R: knowledge of dance specific vocabulary.	Adventure C: Creating a performance with clear structure, choreographic devices and use of RADS to show theme/narrative. R: knowledge of dance specific vocabulary.	Dance fitness P: Demonstrate ability to perform complex sequences accurately with fluency, dynamics and expression. R: knowledge of dance specific vocabulary.	Anthology 2 – Shadows AO4 Set Dances – mock exam AO1, AO3	Anthology- Choreographic content, choreographic approach. AO4 NEA Group Performance NEA Choreography AO1, AO2, AO3
	R D	R A D S	D	R A D S	R A D S
Spring 1	Bollywood C: Demonstrating clear style and developing movement structure and use of space. P: Perform showing stylistic features and performance skills accurately. R: knowledge of dance specific vocabulary.	Musical Theatre C: Use of relationships and abstracted movement to show style and character. P: Perform showing stylistic features and performance skills accurately to show character. R: knowledge of dance specific vocabulary.	Jazz C: Use of RADS to structure and develop movement with correct stylistic features. P: Perform showing stylistic features and performance skills accurately. R: knowledge of dance specific vocabulary.	Anthology 3 – Emancipation of Expressionism AO4 Group performance mock (using anthology choreographic intent) AO1, AO3	Anthology – Exam technique, practice questions. AO4 NEA Group Performance NEA Choreography AO1, AO2, AO3
	A D S	R A D S	R A D S	R A D S	R A D S
Spring 2	James Bond C: Develop movement with use of RADS to show theme and structure. P: Use of performance skills to show character and theme. R: knowledge of dance specific vocabulary.	Rock “n” Roll C: Use of RADS to structure and develop movement with correct stylistic features. P: Perform showing stylistic features and performance skills accurately. R: knowledge of dance specific vocabulary.	Choreography with a prop C: Use motif development and choreographic devices to support the creative intention. P: Perform complex sequences accurately with effective performance skills to show theme. R: knowledge of dance specific vocabulary.	Anthology 4- Within Her Eyes AO4 Group performance mock (using anthology choreographic intent) AO1, AO3	NEA Group Performance NEA Choreography NEA final assessment AO1, AO2
	R A D	R A D S	A D S	R A D S	R A D S
Summer 1	Lion King C: Demonstrate clear structure through developing movement, adding transitions P: Perform showing stylistic features and performance skills accurately. R: Demonstrate knowledge of dance specific vocabulary.	Carnival – Samba P: Perform showing stylistic features and performance skills accurately, showing appropriate mood. R: Demonstrate knowledge of dance specific vocabulary.	Dance through the movies C: Develop and structure a performance through use of RADS, with consideration of performance skills and character. P: Perform showing stylistic features and performance skills accurately. R: knowledge of dance specific vocabulary.	Anthology 5- Artificial Things AO4 Choreography Skills AO2, AO3	Written exam prep and revision. AO3, AO4
	R A D S	A D S	R A D S	R A D S	R A D S
Summer 2	Lion King C: Demonstrate clear structure through developing movement, adding transitions and use of RADS. P: Perform showing stylistic features and performance skills accurately. R: Demonstrate knowledge of dance specific vocabulary.	Carnival – Capoeira P: Perform showing stylistic features and performance skills accurately, showing appropriate mood. R: Demonstrate knowledge of dance specific vocabulary.	Dance through the movies C: Develop and structure a performance through use of RADS, with consideration of performance skills and character. P: Perform showing stylistic features and performance skills accurately. R: Demonstrate knowledge of dance specific vocabulary.	Anthology 6- Infra AO4 Choreography Skills – mock exam/dance showcase AO2, AO3	
	R A D S	A D S	R A D S	R A D S	