



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.

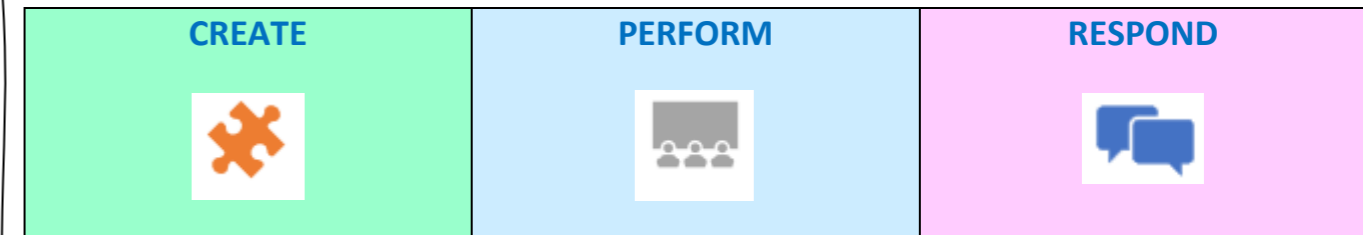
At NIA the curriculum is broad and ambitious; Dance is empowering for the body and mind and has many benefits with transferable skills. Our pupils are encouraged to perform, critique, and learn to choreograph throughout their progression. Dance enables pupils to gain artistic skills, learn discipline, 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.



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Substantive Curriculum Content Overview



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1						
Autumn 2						
Spring 1	<p>I am a Dancer C: Copying dance moves and simple routines P: Perform in time R: Responding through copying dance moves</p>	<p>Interpreting mood and feeling C: Show and respond to mood or feeling P: Dance with some control and use changes R: Give feedback on a performance</p>	<p>Movement C: Create dance phrases P: Perform using counts to keep in time R: Give and receive feedback of a performance</p>	<p>Phrases C: Develop dance phrases using dance methods P: Perform dance phrases R: Respond imaginatively to a stimuli</p>	<p>RADS C: Creatively using the RADS to compose a dance P: Perform Sequences as solo and in group work R: Suggest ways to improve own and others work</p>	<p>RADS C: Choreograph a short dance routine P: Perform Dance routines fluently R: Use appropriate language to evaluate own and others work</p>
Spring 2						
Summer 1						
Summer 2						
	Space Relationships	Relationships Actions	Space Actions	Relationshi Actions Dynamics	R A D S	R A D S



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Dance/PE Curriculum Map – EYFS to KS2



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create	<p>Identify how to move around safely through dance and about space awareness.</p> <p>Learners copy dance moves and learn to remember simple and basic dance movements.</p> <p>Create own dance moves</p>	<p>Can use dance to show a mood or feeling</p> <p>Can add motifs to a set dance</p> <p><u>Through Gymnastics:</u> Can plan and perform a sequence of movements individually and with a partner</p>	<p>Learn to create dance phrases that communicate ideas</p> <p>Create, remember, and repeat dance phrases with a partner or small group using Canon and Unison</p> <p>Can use dynamic and expressive qualities in relation to an idea</p>	<p>Use simple motifs to structure dance phrases on my own, with a partner or small group.</p> <p>Use formation, Canon, and Unison to develop a dance.</p>	<p>Work creatively and imaginatively on own work and with a partner or small group to choreograph a short dance routine fluently</p> <p>Adapt the use of actions, dynamics, and relationships in dance.</p> <p>Apply Mirror and Matching in my composition / choreography</p>	<p>Work creatively and imaginatively on own work and with a partner or small group to choreograph a short dance routine with fluency and control</p>
Perform	<p>Learn to move in time to music, listening to rhythms and moving to the beat.</p> <p>Perform own dance moves in time to music</p> <p><u>Through gymnastics:</u> Make body movements such as curl, tense, stretched and relaxed. Control body when travelling and balancing on the floor</p>	<p>Dance with control and coordination through performance.</p> <p>Can change rhythm, speed, level, and direction in their dance</p>	<p>Use counts to keep in time with music</p> <p><u>Through Gymnastics:</u> Demonstrate and perform a variety of different movements such as rolls and jumps.</p> <p>Complete actions with increased balance and control and choose actions that flow well together.</p> <p>Can move in Unison with a partner.</p>	<p>Perform dances clearly and fluently</p> <p><u>Through Gymnastics:</u> Perform balances individually and with a partner safely</p> <p>Perform sequences with a partner that include change of level and shape</p> <p>Perform a range of rotational movements with control – jumps/cartwheel.</p> <p><u>Through music:</u> Perform an action – stomping, clapping</p>	<p>Apply fluency and control in my movements through dance</p> <p>In a small group, individually and in a partner create and perform sequences to include a variety of balances, jumps, rotations with increasing control and fluency</p>	<p>Perform dances fluently and with control</p> <p>Apply formation, synchronisation, matching, mirroring, and Canon</p>
Respond	<p><u>Through gymnastics:</u> Copy simple sequences and repeat them accurately</p>	<p>Respond to dance and identify mood or feelings</p> <p><u>Through gymnastics:</u> Give and receive feedback of a performance</p> <p><u>Through Music:</u> Respond through movement to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.]</p>	<p>Give and receive feedback of a performance and group performance.</p>	<p>Responding imaginatively to stimuli related to a theme.</p> <p><u>Through Gymnastics:</u> Understand how body tension can improve the control and quality of movements</p>	<p>Suggest ways to improve their own work and other people's work</p> <p>Understand what body tension is and try to improve the quality of movements</p> <p>Develop strength and flexibility to improve the quality of your performance</p>	<p>Use appropriate language to evaluate their own and others' work</p> <p>Know what body control is and improve the control and the quality of movements</p> <p>Refine the way the use of actions, dynamics, and relationships improve their own dances.</p>

Every child deserves to be the best that they can be