



Northampton International Academy

Dance Curriculum Overview



Why Teach Dance?

At Northampton International Academy the Performing Arts department is the heartbeat of the school. 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.

The Performing arts approach:

- We develop strong communication, performance, listening and feedback skills
- We encourage independent and collaborative work opportunities
- Give access to a variety of different experiences within our industries
- Promote and embrace the pupils’ enjoyment, autonomy, and passion within our subjects
- Explore a wide variety of units and cross-curricular opportunities within our faculty and beyond
- Develop transferable skills
- To nurture passion and inquisitiveness in individuals who see the world in an artistic way
- Explore a range of topics across all three subjects to allow pupils to develop an understanding and appreciation of the arts formed in a contemporary society and throughout the world.

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

Dance starts through P.E in EYFS where the learners learn to present their own feelings, ideas, and thoughts through their movements. Dance and movement is also presented through other subjects In Key Stage 1 we begin to look at performing with simple movements, moving safely with space awareness, and moving in time to the music. Once in Key Stage 2 pupils start to learn dance phrases, patterns, and formations. Pupils are then encouraged to respond to their own and others work by ways of improving and how the relationships, actions, dynamics, and shapes (RADS) fit into their dances.

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.

CREATE	PERFORM	RESPOND

	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