

KS2 to KS3 progression:**PE National Curriculum at KS2:**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

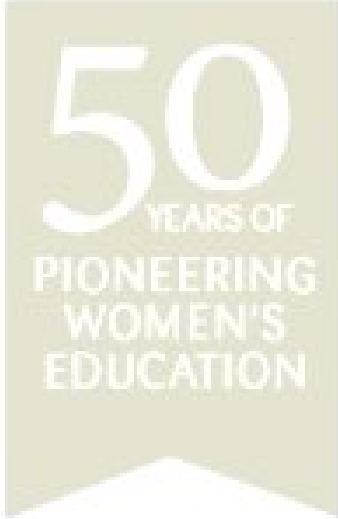
PE National Curriculum at KS3:

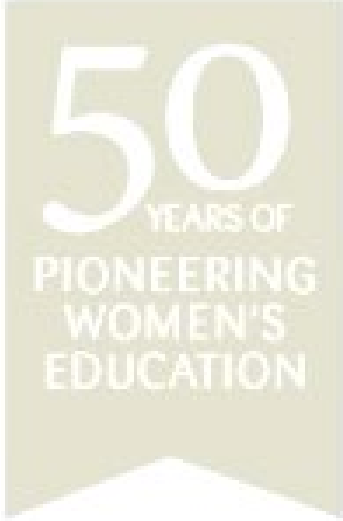
Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils should be taught to:

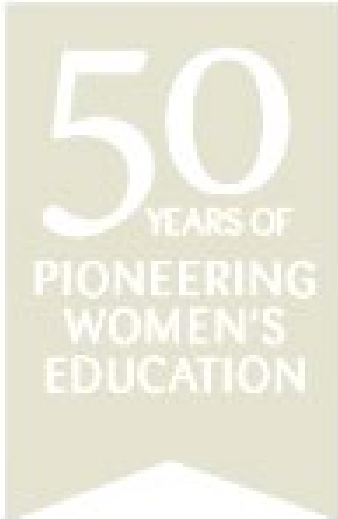
- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs.

As students do not follow a national curriculum in Dance the basis for the learning journey is built from the 3 main components students are assessed on at examination level: critical appreciation of Dance, performance and choreography skills.

	Intent for the year per unit	Duration	Assessment
Year 7	Social Dance – Rock 'n' Roll Appreciation: of the 7 basic body actions, the Rock 'n' Roll and jive style and production features costume and aural setting, as seen in <i>Grease</i> . Choreography: using the 7 basic body actions (in particular gestures in unison) and partner work (in counterpoint) to create a socially distanced duet	Autumn – Bi-weekly lessons	For each half term - Appreciation: Research task and mid unit evaluation Choreography: Teacher observations

Year 8	<p>Performance: Extension, Control, Phrasing, Accuracy of actions and timing and confidence</p>		<p>throughout</p>
	<p>Ballet – Swan lake Appreciation: Comparison of the action, space, dynamics and relationships used in the traditional and contemporary versions of Swan lake. Comparative analysis of both styles with a particular focus on pathways. Choreography: creating an imaginative introduction using a variety of pathways, developing a 'Bourne' contemporary phrase using choreographic devices, adding Ballet movements, contrasting dynamics and an effective ending. Performance: Posture, Alignment, Mobility, spatial awareness and accuracy of space and style.</p>	<p>Spring – Bi-weekly lessons</p>	<p>Performance: end of unit performance assessment</p>
	<p>Year 7 Contemporary – Swansong by Christopher Bruce Appreciation: of the stimuli, subject matter/theme and elements of production (Costume, lighting, accompaniment and set design) of the professional dance work. Extension of contemporary studied in Year 7, discussing more intricate Dance ideas (the work of Amnesty International) Choreography: Progression of contemporary from Year 7 with added use of props (a chair) and new Dance actions, space and relationships ideas introduced (action and reaction, still images, highlight and counterpoint, climax). Performance: Consistent accuracy of action, space and dynamics and physical skills</p>	<p>Summer – Bi-weekly lessons</p>	
	<p><u>Dance styles from Around the World – Gum boot, Capoeira and Jazz</u> Appreciation: of the stylistic features of Dance styles from around the world including their origins, costumes, aural setting, actions and skills required - Capoeira, Gum Boot and Jazz Choreography: creating an imaginative, creative and sophisticated response to the short phrases learnt from the above styles with a key focus on broadening movement vocabulary through the use of structuring devices and form and choreographic devices.</p>	<p>Autumn – Bi-weekly lessons</p>	<p>For each half term - Appreciation: Research task and mid unit evaluation Choreography: Teacher observations throughout Performance: end of unit performance</p>

<p>Performance: Developing posture, mobility, co-ordination, control, flexibility, isolation and extension through a group performance</p>		<p>assessment</p>
<p>Street Dance – Hip hop, Locking, Breaking Appreciation: of street dance and professional work from the GCSE Dance Anthology Emancipation of Expressionism by Boy Blue – Old school and New school, Hip Hop, Locking and Breaking styles.</p> <p>Choreography: selecting and combining street dance styles with a use of space, relationships and climax.</p> <p>Performance: dynamics, energy, facial expressions, musicality, projection and own style.</p>	<p>Spring – Bi-weekly lessons</p>	
<p>Year 8 - Contemporary - Revelations by Alvin Ailey American Dance Theatre</p> <p>Appreciation: Pupils analyse the context surrounding Alvin Ailey Dance Theatre Revelations by appreciating the style and use of dancers. Choreographic content is analysed. Production features are touched on, with an emphasis on Aural setting and its effects on choreographic outcomes; contrast and variety, structure, relationship to theme/idea. Students also reflect on their own performance skills and safe Dance practices.</p> <p>Choreography: pupils use the idea of ‘a journey’ as a stimulus and explore the three different sections. They create an imaginative group choreography in response to each section, considering the use of action, space, dynamics, relationships and choreographic devices motif development and manipulation of number. They also explore overall communication of the dance idea.</p> <p>Performance: pupils focus on developing physical skills through contemporary and jazz style warm-ups and exercises with an emphasis on safe working practices; Dance wear, warm-up and hydration. They learn a set phrase as seen in Alvin Ailey’s iconic work Revelations, and are challenged to replicate the action, spatial and dynamic content accurately in the context of a group dance. The student’s own performance of Ailey’s Revelations is assessed, focusing on developing the expressive skills musicality and projection. This in turn will builds student’s confidence, movement memory and mental skills during the rehearsal process.</p>	<p>Summer – Bi-weekly lessons</p>	

Year 9	<p><u>Contemporary - Revelations by Alvin Ailey American Dance Theatre</u></p> <p>Appreciation: Pupils analyse the context surrounding Alvin Ailey Dance Theatre <i>Revelations</i> by appreciating the style and use of dancers. Choreographic content is analysed. Production features are touched on, with an emphasis on Aural setting and its effects on choreographic outcomes; contrast and variety, structure, relationship to theme/idea. Students also reflect on their own performance skills and safe Dance practices.</p> <p>Choreography: pupils use the idea of ‘a journey’ as a stimulus and explore the three different sections. They create an imaginative group choreography in response to each section, considering the use of action, space, dynamics, relationships and choreographic devices motif development and manipulation of number. They also explore overall communication of the dance idea.</p> <p>Performance: pupils focus on developing physical skills through contemporary and jazz style warm-ups and exercises with an emphasis on safe working practices; Dance wear, warm-up and hydration. They learn a set phrase as seen in Alvin Ailey's iconic work <i>Revelations</i>, and are challenged to replicate the action, spatial and dynamic content accurately in the context of a group dance. The student's own performance of Ailey's <i>Revelations</i> is assessed, focusing on developing the expressive skills musicality and projection. This in turn will builds student's confidence, movement memory and mental skills during the rehearsal process.</p>	<p>Autumn – Bi-weekly lessons</p>	<p>Appreciation: Research task and mid unit evaluation</p> <p>Choreography: Teacher observations throughout</p> <p>Performance: end of unit performance assessment</p>
	<p><u>Year 9 Project – Expressive Arts Faculty whole year Arts showcase</u></p> <p>Each form group in Year 9 is given a stimulus – this year, the stimuli are round the idea of identity. Pupils are set the challenge of working collaboratively together to create an original piece of Art, Dance, Drama and Music in response to their given stimulus. The final products of this process are presented to friends, family and the wider school at the end of the year.</p> <p>Appreciation: Dance students will research their stimulus and have indepth discussions about how different ideas/concepts and stories can support their choreographic process. They will document their processes in their Dance books.</p> <p>Choreography: in small groups, students work with their given stimulus (a country/environmental issue/person/thing/idea) to create movement. They create imaginative and creative action, space, dynamics and relationships that</p>	<p>Spring & Summer Bi-weekly lessons</p>	

	<p>communicate a dance idea. They use the choreographic processes and skills as seen in professional works such as Artificial Things and Infra.</p> <p>Performance: All students perform in front of a live audience outside, in their selected costume and with their selected aural setting which supports their performance skills. This will communicate the idea of identity and the sub themes each group explored.</p>			
	<p>By the End of KS3</p> <p>Written appreciation:</p> <ul style="list-style-type: none"> • Students can analyse and comment on their own and others' work showing how composition and a dancers fitness relate to the quality of performance • Students can discuss professional work and transfer to written work with accuracy and imagination. <p>Choreography:</p> <ul style="list-style-type: none"> • Students can select and combine a complex mix of development, canon, contact, group structure and design, in response to a given idea. • Students can lead a group in composition and can alter ideas in response to other performers. <p>Performance:</p> <ul style="list-style-type: none"> • Students select the more complex option and try new ways of problem solving to create an original piece of choreography. • Students perform with consistent precision, control and fluency. • Students have excellent dynamic strength and contrast. • Students' movements are fully extended with attention to clear shape and line. • Students focus is clear and sustained throughout performance. • Student rehearses independently where possible. 			
<p>Year 10</p>	<p>A detailed critical appreciation of and practical focus on the six anthology dance works providing a rich and broad foundation for their written and practical examinations.</p> <p>Lessons will focus on the building up of students' technical, physical, expressive and mental skills in performance whilst developing knowledge and understanding of the requirements to perform safely, accurately and with sensitivity to style and intention.</p> <p>The sophisticated selection and use of choreographic elements, aural setting and communication of choreographic intention are also integrated throughout and encouraged through the</p>	<p>6 Anthology Dance workshops with safe working practices and technical warmups</p>	<p>Autumn 1 - Half term</p>	<p>End of unit performance assessment and observations of choreography.</p> <p>Written appreciation safe working practices and introduction of all 6 works</p>
		<p>Anthology work 1 Artificial Things by Lucy Bennett (Winter Gathering) and choreography</p>	<p>Autumn 2 - Half term</p>	<p>Winter Gathering performance assessment and observations of choreography.</p> <p>Written appreciation choreography and Artificial Things.</p>
		<p>Anthology work 2 Shadows</p>	<p>Spring 1 - Half</p>	<p>End of unit performance assessment</p>

	<p>collaboration of the Winter Gathering and internal choreography assessments.</p> <p>Utilising assessment objectives and practical exam questions throughout the year will equip students to tackle the GCSE examinations with confidence and understanding. Students will also complete their Component 1: Set phrases (Breathe and Shift solos) and Duet/Trio performances.</p>	<p>by Christopher Bruce, safe working practices and Duet/Trio performance</p>	<p>term</p>	<p>and observations of choreography.</p> <p>Written appreciation performance and Shadows.</p>
		<p>Anthology work 3&4: A Linha Curva by Itzik Galili, Emancipation of Expressionism by Kenrick 'H20' Sandy and Duet/Trio performance</p>	<p>Spring 2 - Half term</p>	<p>Mock Exam (1) Component 1: Performance Duet/Trio</p> <p>Written appreciation A Linha Curva and Emancipation of Expressionism</p>
		<p>Solo set phrase (Breathe) the study of Anthology work 5 Within Infra by Wayne McGregor</p>	<p>Summer 1 - Half term</p>	<p>Mock Exam (2) Component 1: Performance set phrase (Breathe solo)</p> <p>Written appreciation Infra by Wayne McGregor</p>
		<p>Solo set phrase (Shift) the study of Anthology work 6 Within Her Eyes by James Cousins</p>	<p>Summer 2 - Half term</p>	<p>Mock Exam (3) Component 1: Performance set phrase (Shift solo)</p> <p>Mock Exam (4) Component 2: Written appreciation</p>
<p>Year 11</p>	<p>Students refine the set phrase solo at the start of Year 11 and sit their NEA assessment.</p> <p>Students refine their Solo set phrase SHIFT for the NEA assessment – Autumn 1</p> <p>Written appreciation of Section B 6 marker questions alongside practical lessons</p> <p>Students prepare and create their Choreography for the NEA assessment – AU 1</p> <p>Written appreciation of Section B 6 marker questions alongside practical lessons</p> <p>Students prepare and create their Solo/Duet/Trio performance – Autumn 2</p> <p>Written appreciation of Section B 6 marker questions alongside practical lessons</p> <p>Students refine their Choreography, Solo/Duet/Trio and Solo set phrase for the NEA</p>			<p>NEA assessment Component 1: Solo set phrases SHIFT and BREATHE for the NEA assessment – Autumn 1</p> <p>Mock Exam Component 2: Written appreciation – Autumn 1</p> <p>Exam Component 1: Duet/Trio for the NEA assessment – Autumn 2</p> <p>Mock Exam Component 2: Written appreciation – Spring 1</p> <p>NEA assessment Component 1: Performance and Choreography – Spring 2</p>

assessment – Spring 1

Written appreciation of Section C 12 mark questions

Students are examined on their Choreography, Solo/Duet/Trio and Solo set phrase – Spring 2

Written appreciation and review of Section A, B and C through a range of class and homework support and intervention sessions.

End of KS4

Written appreciation:

Demonstrate knowledge and understanding of choreographic processes and performing skills.

Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.

Highest level of response will demonstrate...

Choreography:

Thoughtful and convincing analysis, interpretive and evaluative response.

- An exciting/innovative use of a stimulus leading to an original creative and artistic outcome
- Original, creative and rich content adding significance to the dance idea
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- Sophisticated use of form and structure to add significance to the dance idea
- Sophisticated use of devices to add significance to the dance idea
- Sophisticated choice and use of aural setting

The dance idea is communicated in an multi-layered/exciting/innovative manner

Performance:

As a soloist:

Entirely accurate and precise execution of...

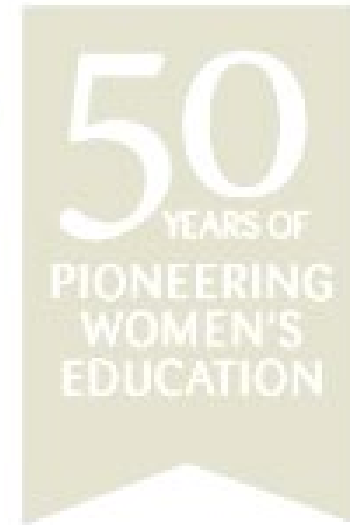
- action content
- dynamic content
- spatial content

As a dancer in a group:

- excellent command of skills demonstrated
- sensitive demonstration of dynamic qualities throughout

Mock Exam Component 2: Written appreciation – Spring 2

Mock Exam Component 2: Written appreciation – Summer 1



- excellent sensitivity to the style/mood/meaning throughout
- five elements of safe practice evidenced
- a completely engaging performance throughout

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