One Dance UK
Supporting Dance

Dance Teaching Framework

Key Stage Three (11 to 14 Years)

This Framework sits within a suite of Frameworks which together map children and young people's progression in dance from Early Years Foundation Stage through to Key Stage 5. They are designed for use by both dance specialists and non-specialists and as a guide for those working outside of school. The Frameworks can be used to help teachers structure their dance sessions to enable progression and learning across the three main aspects of dance education: performance (doing the dance), composition (creating the dance or choreography) and appreciation (evaluating the dance). These three aspects should be underpinned by: Action: what we do. Space: where we do the action. Dynamics: how we perform the action. Relationships: who we perform the action with.

Progression will be recognised by the extent to which learners can create and execute movements and phrases; and perform, discuss and analyse with increasing understanding, complexity, control, depth and independence.

The table below provides short explanations for each of the knowledge, skills and behaviours that the learners will develop as they perform, compose and appreciate dance.

Perform	Compose	Appreciate
ACQUIRE What am I learning to do? How do I learn it? (Copy, repeat). What am I learning to do? How do I learn it?	**RESPOND** What are the possibilities with my dance idea? How do I find out more? What is appropriate style and type of performance?	**DESCRIBE** What do I notice in the dance?
APPLY How do I use these skills in a dance and how do I improve them?	**EXPLORE & DEVELOP** How can I create motifs (short phrases of movement)? How can I develop the motifs (repeating the motif's but developed)?	**INTERPRET & RESPOND** What is communicated to me and how do I feel about it? (Interpret)
EXPRESS How do I communicate with an audience?	**REFINE** How do I select and shape the appropriate movement content to communicate the dance idea? How do I connect motifs to create a whole piece of choreography?	**EVALUATE** What value judgements can I make based on justified reasons?

When creating and performing dances learners should also think about: **Action** - what I do. **Space** - where I do the action. **Dynamics** - how I perform the action. **Relationships** - who I perform the action with.

Learners can -

Key Stage Three (11 to 14 Years)

Perform

ACQUIRE

Copy repeat and perform complex motifs (a short phrase of movement that represents the theme that is developed and repeated) phrases and whole dances with clarity and confidence.

Explore different styles and world dances of dancing and use a range of music and stimuli from different cultures/genres.

APPLY

Performing a range of actions and a combination of actions with control e.g. travel, turn, elevation, gesture, stillness and body awareness.

Performing a dance as a solo, duet, trios and as part of a group within a given structure in front peers.

Demonstrating challenging spatial content; using space confidently, being aware of others and showing a variety of levels, directions, pathways, movement size and shapes.

Performing complex and challenging dances with sustained commitment, concentration, confidence and movement memory.

Showing a clear, appropriate and a widerange of speed, energy, rhythm and flow. Including contrast and gradual transitions and a variety of dynamics. (the way an action is performed e.g. jerkily).

Responding appropriately to sound accompaniment for example rhythm, tempo, mood, instrumentation and style.

Demonstrating and performing dances with control, tension, coordination, balance, extension, fluency/flow of energy, stamina, flexibility, isolation, alignment and strength.

EXPRESS

Performing in school assemblies, communities and outside of school with encouragement from their teachers.

Using focus, facial expressions, projection, interpretation of style, spatial awareness, phrasing and sensitivity of other dancers to communicate mood, themes, feelings, intention and meanings to a range of audiences.

Demonstrating a capacity to improve by responding to feedback.

Being able to take on board feedback and deal positively with praise, setbacks and criticism.

Being able to plan and prepare rehearsals through mental rehearsal (rehearsing the dance in their head) and rehearsal discipline (being able to stay focused whilst repeating the dance and making improvements).

Compose

RESPOND

Respond to a variety of stimuli (what the dance is based on e.g. words, images, sounds, objects, ideas)

EXPLORE & DEVELOP

Selecting appropriate movement material and developments to enhance the meaning of the dance and express ideas, thoughts and feelings.

Structuring dance phrases and short dances showing a clear beginning, middle and ending, transitions (moving from one movement/section to the next) and climax (highlight of the dance).

Exploring different stimuli and aural settings affecting choreographic outcomes e.g. site specific; for example a dance performed in a playground, in a hallway, in the-round (the audience is sat all around the dance), proscenium (audience sat at one end) and thrust stage (audience around three sides).

Demonstrating appropriate application and understanding of a variety of choreographic devices (e.g. adding a climax or transitions from one phrase to the next) and styles in relation to current practice.

Exploring actions, space, dynamics and relationships:
Actions – travel, turn, elevation, gesture, stillness, roll (and combinations of these)
Space –levels, directions, pathways, formations
Dynamics – time, effort and flow
Relationships – canon, unison, solo/ duo/trio, contact: basic lifts and weight baring exercises, question and answer, mirroring, action and reaction.

Developing dances from a combination actions, space, dynamics and relationships and selecting appropriate responses to express the stimulus (ideas, thoughts and feelings).

Exploring and experimenting with movement ideas through improvisation and freestyling.

Create more complex and challenging dance phrases and dances using a variety of devices; motif/motif development (developing a phrase through change of level, dynamics, actions, order etc), unison, canon and repetition, retrograde (backwards) and structuring.

REFINE

Presenting dance to peers and others showing awareness of audience e.g. facing the front, concentrating, holding the start and finishing positions.

Expressing mood, theme, feelings of stimuli and interpreting music; rhythm, tempo, mood and instrumentation of sound accompaniment.

Appreciate

DESCRIBE

Describe dance using an appropriate range of vocabulary and terms to describe the physical and expressive features of their own dance and those of others. Including describing the features of professional dance work (lighting, costume, sound, set etc).

Describe, analyse, explain and interpret what they see/feel/do of their own and peer dances.

INTERPRET & RESPOND

Explaining, interpreting and comparing meaning, intention and context of professional works, showing an awareness of a wide range of dance styles, traditions and their historical/ social context.

Interpret meaning, intention and contextualise dance by observing, describing, reflecting and evaluating features of dance such as accompaniment, costumes, design, stimulus, compositions and style.

EVALUATE

Analysing, reflecting and evaluating their own and others performance, composition and technique against success criteria constructively.

Identity strengths and areas for improvement by evaluating experiences and outcomes and set goals for own and others' development.

Evaluate own performance in terms of development from last performance and set targets to improve.

SAFE PRACTICE

Understanding of safe dance practice affecting dancers health and injury prevention including: warming up and cooling down, floors, temperature, ventilation, dancewear, footwear, nutrition, adequate hydration and rest. Understanding the need to be careful of others in the dance space and respect their personal space. Further information can be found in Quinn, E, Rafferty, S and Tomlinson, C. Safe Dance Practice (2015) Human Kinetics, Chapter 10.

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Dance is a mandatory part of the PE Curriculum for Key Stage 1 to 3 and a discrete subject available for study at Key Stage 4 & 5.

High quality dance provision in school can:

- Dance provides an opportunity for young people to express their ideas and emotions and develop their artistic and creative skills.
- Enable achievement by young people with a kinaesthetic learning preference
- Increase levels of physical activity
- Provide opportunities for young people to develop their leadership, team-working, negotiation and communication skills
- Build confidence, resilience and self-esteem among students
- Contribute to improving behaviour and reducing bullying and absentee rates
- Provide purposeful extra-curricular activity, popular with young people
- Promote cross-curricular learning
- Build links with feeder schools through shared performances and workshops
- Provide a specialism in which a school may take a lead role within its family or cluster of schools
- Promote links with the community through providing performances, classes and/or dance space for hire
- Raise the profile, reputation and standing of the school

One Dance UK is the Subject Association for Dance. We support schools and teachers to develop their dance provision through CPD, resources and our membership. We also advocate for dance in schools to government and other stakeholders, to ensure dance is a prominent, respected and valued subject in school.

www.onedanceuk.org

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