

Dance Teaching Framework

Key Stage Four (14 to 16 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 will I create a variety of movement content for my dance idea? 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.

Perform

ACQUIRE

Develop technique and physical skills by making improvements e.g. target setting, feedback and fitness plans.

APPLY

Demonstrating and performing complex movement vocabulary with clarity, confidence and style.

Demonstrating the use of personal and general space. Being able to move through space confidently, being aware of others and showing a variety of levels, directions, pathways, movement size and shapes.

Demonstrating musicality through the ability to pick out the unique qualities within a piece of accompaniment and make them evident within performance, through rhythm, tempo and instrumentation.

Developing resilience of mental rehearsal, rehearsal discipline and planning of a rehearsal/s.

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

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

Performing a range of complex motifs, phrases and whole dances through developed actions and combination of actions safety/controlled.

Performing a range of solos, duets, trios and as part of a group within a given structure in front of peers/audience.

Showing an appropriate wide range of speed, energy, rhythm and flow including contrast and gradual transitions. Demonstrating sensitive interpretation of the dynamic qualities.

An understanding of how to perform unison, canon, formations, contact, counterpoint, act and react, complementary and contrasting movements and effective relationships.

EXPRESS

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

Capacity to improve by responding to feedback.

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

Compose

RESPOND

Create challenging dance phrases and dances that respond to a variety of stimuli through imaginatively exploring, researching and experimenting with movement ideas and possibilities, demonstrating originality in their choices.

EXPLORE & DEVELOP

Using complex and challenging actions, space, dynamics and relationships that are cohesive and significant to the social, historical and cultural context to the stimuli/style.

Demonstrating development of movement through creating imaginative dances for solo and group work using a range/combination of different actions, dynamics, space and relationships with originality.

Demonstrating different styles of dancing through a range of music, technique and stimuli from different cultures/genres.

Demonstrating appropriate application and understanding of a variety of choreographic devices and styles in relation to current practice.

Creating more complex and challenging dance phrases and dances using a variety of devices; motif/motif development, unison, canon and repetition, retrograde and structuring.

Responding to dancers’ skills, capabilities and strengths when choreographing a dance piece.

REFINE

Performing a dance to an audience with developed performance and expressive skills.

Present dance work using different stimuli, physical and aural settings affecting choreographic outcomes e.g. site-specific, in-the-round, end stage, proscenium.

Demonstrating originality of movement for expressing the dance idea, mood, theme, feelings and music and selecting appropriate movement material and developments to enhance the meaning of the dance and express ideas, thoughts and feelings .

Exploring a variety of ways of rehearsing their work to make improvements for example: target setting, feedback and rehearsal plans.

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

Structure dance phrases and short dances showing clear beginnings, middles and ending, transitions, climax, contrast and selecting appropriate forms to enhance stimuli/dance ideas.

Demonstrating understanding of how choreographic devices can help to structure choreography and add depth to the overall idea for example through selection, manipulation and refinement of material.

Planning rehearsals with an understanding that dancers need to build the appropriate strength and stamina to perform without fatigue.

Analysing the compositional features of a dance and reflecting upon the success of choreographer’s intention, using relevant criteria.

Appreciate

DESCRIBE

Describe dance using a range of appropriate range of vocabulary and terms to describe the physical and expressive features of own dance and those of others.

INTERPRET & RESPOND

Describing, analysing, explaining and interpreting meaning, intension and contextualising of what they see/feel/do of their own and peer dances.

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

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

Comparing dance styles/features; choreographic processes/devices; features of production and performance environment.

Comparing the significance of social, cultural and historical context of two or more professional companies, practitioners and different genres.

Describing and interpreting aesthetic qualities of dance, making judgements related to the value, quality and importance of design, lighting, costume, accompaniment, content and dance for camera of professional companies/ practitioners.

EVALUATE

Applying knowledge and understanding of physical, technical and artistic skills and their contribution to excellence in performance.

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

Identifying strengths and areas for improvement by evaluating experiences and outcomes. Setting goals for own and others’ development that consider the overall mood/theme/feeling of work.

SAFE PRACTICE

Understanding safe practice, dancers’ health, fitness and safety with warming up and cooling down, floors, temperature, ventilation, dancewear, footwear and adequate hydration and nutrition. Recognising the need to be careful of others in the dance space and respect their personal space. Understanding of basic anatomy/physiology in relation to the dancing body and essential practices for minimising/dealing with injury. Further information can be found in Quinn, E, Rafferty, S and Tomlinson, C. Safe Dance Practice (2015) Human Kinetics, Chapter 10.

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.

- 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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The Frameworks were produced with input from Liz Dale, Tori Drew, Laura Kendal, Mel Knott, Stephen Mason, Carla Price, Fiona Smith, Claire Somerville, Amy Swalwell and original content from Youth Dance England (2009).