

Eden Park High School

Cross Curricular Provision



Dance

Literacy

Students will be creating a portfolio of work. This will consist of written work in the form of presentations, reports, self and peer evaluations, performance analysis and dance notes. Students will develop evaluation skills through their feedback and analysis of performances.

Numeracy

Students will have opportunities to continue their Numeracy practice by keeping count of group numbers and the timing of the music. Students will be set tasks to create choreography that is 2 counts of 8, so whilst devising they will have to assign counts and keep track of them. Students will also have to have an understanding of the use of space when rehearsing and performing on stage.

Personal Development

SMSC (Spiritual, Moral, Social and Cultural)

British Values

Democracy- Group work will be used when devising choreography and performing. When working in groups it is important to come to decisions fairly and equally to progress and rehearse effectively.

The rule of law- We have high expectations of learning and behaviour inside the dance studio. These are clearly outlined to everyone in the classroom and on the studio doors.

Individual Liberty- Everyone in Dance has a right to express themselves in a safe environment. All artistic expression is respected and any feedback is thoughtful and constructive.

Mutual Respect and tolerance of other faiths and beliefs- Students will explore different styles of dance and be accepting and respectful of all cultures and dance backgrounds.

Citizenship

Diversity (Cultures)- As part of Component 1, students will have to research the context of three different dance performances. This research may lead to students exploring different cultures, faiths and issues within society.

Citizenship- Identities/Positive Qualities in People. We study the positive qualities and identities dance practitioners and discuss how they are and can be an inspiration.

All topics covered at KS4 explore development of transferable skills, resilience and identify strengths and weaknesses with regards to performance skills. All lessons and topics promote diversity within the classroom and the wider community.

Independent Learning

Research skills- Students will regularly be asked to research around a topic, practitioner or dance work. This will inform their learning whilst developing their research skills.

Metacognition- In dance, students will be asked to learn patterns of dance choreography and revisit/recall previous learning (basic performance skills). They will also be asked to work independently to achieve an end goal, students will be in charge of meeting the criteria and continually self-assessing their work.

Links with other subject areas

Shared knowledge/content

P.E: Development of key skills used in each Sports discipline links to development of key skills in Dance explored at KS4. Development of team building and leadership skills through each of the sporting disciplines again links to the same skills used for performance work. Developing resilience when playing in a match links to building resilience when performing on stage.

Drama: In both Dance and Drama courses, students must have an in depth understanding of practitioners and various styles, to enhance and inform their performances and coursework. In both Dance and Drama, students must also learn how to critical analyse professional works and also write about their creative process when devising their own work.

Creative Arts: Exploring different Artists/Fashion Designers links to exploration of Dance Practitioners in Component One. Working to a brief in Textiles links to working to a performance brief in Component 3. Both subjects will be exploring different roles within the respective industry and the responsibilities of those roles.

Shared skills

Physical Education- Fitness (Cardiovascular, Strength, Flexibility, Balance)

Music- Understanding the timing, beats and counts of music.
