



# **DANCE POLICY 2010-2011**

## **DANCE POLICY STATEMENT**

### **RATIONALE**

Dance is a distinct dance art form in its own right with its own history, knowledge, aesthetic value, cultural contexts and artistic products which draw on a variety of stimuli and other art forms to enhance the creative process.

All children will experience and learn how to use the body as an instrument of expression, able to create moods, convey ideas and to express feelings. The subject also supports the National Curriculum recommendations for Dance laid down under Physical Education Key Stage 2. The themes are cross curricular.

The dance at Cleves School allows children to engage in a broad balanced and differentiated curriculum. Dance seeks to promote an awareness and understanding of the importance of an active lifestyle, a healthy body and safety requirements within the working space.

### **PURPOSES**

- ✧ To help children understand and appreciate dance in its various forms, including watching and working with professional dance artists
- ✧ To kindle and develop children's imaginative powers, communication skills and confidence
- ✧ To introduce children to the concepts of expression through the body
- ✧ To help children to compose and control their movements by varying shape, size, direction, level, speed, tension and continuity
- ✧ To introduce pupils to a number of dance forms from different times and places
- ✧ To enable pupils to place dance within its social, cultural and artistic context
- ✧ To show children the relationship between all the arts; to see dance in relationship with drama, music and art within an expressive arts curriculum

**DANCE EDUCATION**

At Cleves, the essential promise for dance teaching is centered upon children coming to know and understand Dance through:

Creating (composition)  
Performing (doing)  
Appreciating (understanding/viewing)

**CREATING (composition)**

Children are given knowledge of how to make dances with clear beginnings, middles and ends involving improvising, exploring, selecting and refining content.

Children are given the opportunity to create, shape and structure dance ideas into expressive forms in response to a range of stimuli.

**PERFORMING (doing)**

Dance is a performing art. Performance gives children the opportunity to increase the range and complexity of body actions, including step patterns and the use of body parts.

Teaching will focus on the improvement of movements by varying shape, size, direction, level, speed, tension and continuity.

**APPRECIATING (understanding/viewing)**

Children are encouraged to describe and interpret the different elements of a dance through observation of each other's work, to learn that dance is a medium for expression and communication.

Creating, performing and appreciating present three inter related ways of focusing learning in dance.

**Knowledge** will be acquired by:

- ✧ A variety of stimuli, including music, pictures, poems, stories and words
- ✧ The varying use of dance as a social, cultural or theatrical mode of expression

**Skills** will be acquired by

- ✧ Introducing children to using their bodies IN ACTION (travelling, stillness, turning, contraction and extension, gesture, jumping)
- ✧ Introducing children to USE OF SPACE (directions, levels, size of movement, personal and general space, relationship to partner)

- ✧ Introducing children to DYNAMICS (quality, weight, time, phasing, rhythm)
- ✧ Introducing children to RELATIONSHIPS (with other body parts, with other people)
- ✧ Introducing children to COMPOSITION (putting together simple or complex sequences of movement)
- ✧ Introducing children to professional dance with visits to the THEATRE

ATTITUDES AND VALUES will be explored by:

- ✧ Developing a critical awareness of their work and each others work
- ✧ Exploring a range of movement styles related to different music
- ✧ Being introduced to basic dance techniques, set within their historical, cultural and social contexts
- ✧ Being introduced to work drawn from traditional and cultural forms of the British Isles
- ✧ Being introduced to work from a variety of cultural sources (India, Africa)
- ✧ Developing the awareness of links between all the arts and the rest of the Curriculum

**KEY STAGE 2****DANCE IN THE NATIONAL CURRICULUM**

<p><b>COMPOSING AND PERFORMING DANCE</b></p>	<p>INCREASING <b>CONTROL</b> OF THE BODY IN PERFORMING THE <b>BASIC BODY ACTIONS</b> OF:          TRAVELLING          JUMPING          TURNING          TRANSFERRING WEIGHT          GESTURE          STILLNESS</p> <p>VARIED USE OF <b>TIME, SPACE, TENSION AND CONTINUITY</b> (EFFORT AND FLOW)</p> <p>INCLUDING <b>CONTRASTS, OF TIME AND SPACE SHAPE</b></p> <p>DEVELOPING UNDERSTANDING OF <b>CREATING, REPEATING AND BUILDING</b> DANCE PHRASES</p>
<p>PERFORMING DANCES FROM <b>DIFFERENT TIMES AND PLACES</b></p>	<p>INCLUDES <b>TRADITIONAL/CULTURAL FORMS</b> OF THE BRITISH ISLES AND OTHER CHOSEN TRADITIONS          COUNTRY DANCE – INDIAN - TUDOR</p>
<p>EXPRESSING <b>MOODS, IDEAS AND FEELINGS</b></p>	<p>TOPICS AND THEMES</p> <p>USING THE ESSENCE TO CREATE <b>REPRESENTATIVE MOVEMENT</b></p> <p>BEGINNING TO CREATE MORE <b>ABSTRACT</b> DANCE PHRASES</p>
<p><b>RESPONDING TO MUSIC</b></p>	<p>THROUGH DANCES AND RHYTHMIC PATTERNS</p> <p>DEVELOPING UNDERSTANDING OF MOVEMENT AS <b>COMMUNICATION</b></p>

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