



Dance Policy

July 2018

Approved by GB: July 2018

Next review due: July 2021

Purpose of Policy

Dance is a foundation subject in the National Curriculum. This policy will form the basis upon which we map out Dance at Key Stage 2. It will outline the purpose, nature and management of how dance is taught and learned in our school and will inform new teachers of expectations.

The policy reflects the views of all the staff of the school. It has been drawn up following consultation with all staff and children, and has full agreement of the Governing Body.

All staff are fully aware of their role in its implementation. Staff have access to the Policy via the *Staff Room on Fronter* and on the school's server via the Teacher's Drive. Parents requesting to see a copy of the policy can do so by making their request to the Head Teacher.

Aims and Outcomes

- to develop pupils' enjoyment and interest in dance and an appreciation of the standards achieved by professional dancers;
- to build on pupils' natural and learned ability to move to stimuli including music;
- to use a planned range of dance styles to give pupils a greater understanding of the variation of movements associated with different times, places and cultures;
- to introduce pupils to the language and vocabulary of dance;
- to develop pupils' basic dance skills and their ability to make accurate and appropriate movements;
- to develop pupils' ability to create, perform and evaluate dances;
- To develop pupils' use of music in their dance studies.

Dance and the Primary Curriculum

Dance enables pupils to use their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Dance is taught through following the ISTD syllabi in modern dance, and the revised national curriculum. Where practical, dance units are also related to topics covered by the children in other lessons. Units vary in length. We expect dance to be timetabled for an average of one hour per week, on a half term basis, rotating with gymnastics.

The role and responsibility of the subject leader

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of dance teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan, prepare bids and manage the dance budget effectively;
- to liaise and consult with outside agencies where appropriate;
- to prepare and lead INSET;
- to attend relevant INSET training;
- To review regularly the contribution made by dance to a meaningful curriculum.

Teaching and Learning

Children should:

- be able to improvise freely on their own, with a partner or a group, translating ideas from a stimulus to movement;
- explore ideas for dances in different styles, characters or narratives;
- develop the ability to explore and combine movement ideas fluently and effectively;
- be able to create and link dance phrases using a simple dance structure or motif;
- be able to perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups;
- be able to use simple choreographic principles to create motifs and narrative;
- develop the ability to compose dances by using, adapting and developing steps, formations and patterning from different dance styles;
- develop the ability to perform dances expressively, using a range of performance skills;

- develop the ability to create and structure motifs, phrases, sections and whole dances;
- to show an understanding and describe why they need to warm up and cool down for dance;
- to develop the ability to create their own effective warm up and cool down;
- to show an understanding of why dance is good for their health and well-being;
- develop the ability to describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context;
- understand how dance is formed and performed;
- Evaluate, refine and develop their own and others' work.

Varieties of teaching strategies are used to engage and interest children and further their learning. Consideration is given to different learning styles - visual, auditory and kinaesthetic. These could include:

- presentation of knowledge directly imparted by the teacher or another adult, incorporating children's experiences;
- demonstration of skills and techniques and provision of time for practice;
- opportunities to communicate their ideas to each other and with teachers including discussions and presentations;
- use of information technology and other emerging technologies;
- use of visual stimuli, including video clips and television programmes;
- Visits and workshops provided by visitors.

Equal Opportunities and Inclusion

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Equal emphasis will be given to the roles of both men and women in performance dance. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

Assessment, Attainment and Progress

Teachers own plans should indicate the focus for each unit of work and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

A school portfolio containing filmed examples of children's work, matched to the level descriptions will be updated.

Assessment, Recording and Reporting

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.

The Dance Leader monitors teaching and progress in dance by:

- informal discussions with teachers, TAs and children;
- an annual resource audit;
- assessing work and progress;
- Observing lessons.

Resources

A full list of dance equipment and costumes are kept with the Dance Leader. New resources are purchased when funding is made available. The Dance Leader is responsible for completing an annual financial bid for the maintenance and development of the subject, in which new resources are highlighted.

Review

This policy is reviewed by staff and governors every three years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.