

Subject Knowledge Audit - DANCE

Please decide on your ability to teach the content/skills listed below at KS3/KS4	
<b>KEY:</b>	
4	No knowledge – Currently a gap in my subject area
3	Limited knowledge – Would not feel confident to teach this content
2	Good knowledge – Confident in ability to teach with some guidance
1	Expert knowledge - Confident to teach
The completed subject audit will be used by your Mentor to create your Individual Training Plan. Your progress will be reviewed on a fortnightly basis.	
<b>You should review and record your progress at each review window below (and share this with your Mentor)</b>	

Subject Area:	Content	Baseline (4 -1)	Dec. (3 -1)	May (3 -1)	Target for NQT year if applicable
Key Stage 3 Performance, choreography, appreciation	Choreograph and deliver dances in a range of styles (Contemporary, Jazz, Contact Musical Theatre, Street and ballet)				
	Understanding of the choreographic process (stimulus, research, improvisation, manipulation, selection and refinement)				
	Knowledge of how action, space, dynamics and relationships are used to develop movement content.				
	Knowledge and application of choreographic devices (canon, unison, retrograde, mirroring, contact, contrast, complimentary)				
	Form and structure – knowledge of binary,				

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	ternary, episodic, arch and rondo.				
	A secure knowledge of performance skills and ideas of how to improve performance. Key performance skills are projection, musicality, focus, communication of the dance idea, sensitivity towards other dancers and timing.				
	Safe practice – provide a safe and secure working environment for pupils. This includes following correct protocol if an injury does occur within a lesson.				
	Professional works – a range of suitable works featuring varied styles and approaches.				
	Tracking progress – creation of effective resources used to monitor and measure pupil progress and attainment.				
	Assessment – through live performance, recorded work, peer and self-evaluation and written tasks.				
	Provision of relevant homework tasks to enrich the learning outside of the studio.				
	Using data to develop planning skills according to practical, verbal and written ability and				

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	implement into all teaching and learning.				
Key Stage 3 Knowledge understanding and skills for performance	Physical skills: (posture, alignment, balance, strength, coordination, flexibility, isolation, stamina, control, mobility, extension).				
	Technical skills: (Action content, spatial content, dynamic content, relationship content, timing content, rhythmic content, stylised accuracy).				
	Expressive skills: (projections, focus, spatial awareness, facial expression, phrasing, musicality, sensitivity, communication of choreographic intent).				
	Mental skills and attributes during performance: (movement memory, commitment, concentration, confidence).				
	Safe working practice during performance: (safe execution, appropriate dancewear).				
	Mental skills and attributes during the process: (systematic repetition, mental rehearsal, rehearsal discipline, planning, response to feedback, capacity to improve).				
	Safe working practice during the process: (warming up, cooling				

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	down, nutrition, hydration).				
	Action content: ( travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight)				
Key Stage 4 Knowledge, understanding and skills for choreography	Dynamic content: (speed, flow, weight, acceleration/deceleration, direct/indirect)				
	Spatial content: (pathways, levels, directions, size of movement, patterns, spatial design).				
	Relationship content: ( with dancers, aural setting, physical setting)				
	Choreographic processes: (researching, improvising, generating, selecting, developing, structuring, refining and synthesising).				
	Structuring devices and form				
	Choreographic devices				
Key Stage 4 Knowledge and understanding for critical appreciation of professional set works	Features of production: (staging/set, lighting, properties, costume, dancers, aural setting, dance for camera).				
	Performance environments				
	Choreographic approaches				

## Sacred Heart Newcastle SCITT

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	Choreographic content: (movement, structure and devices).				
	Choreographic intent: (mood, meaning, idea, theme, style, style fusions).				
Key Stage 4 Professional Works	Artificial Things, Lucy Bennett A Linha Curva, Itzik Galili Infra, Wayne McGregor Shadows, Christopher Bruce Within Her Eyes, James Cousins Emancipation of Expressionism, Kenrick H20 Sandy Rooster, Christopher Bruce				



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#### Evidence of subject knowledge development

Record below the things you have **read and researched** to improve your subject knowledge in the boxes below.

Term 1	September/ October	November/ December
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Term 2	January/ February	March/ April
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Term 3	May/ June	June/ July
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Please sign this sheet off at the end of the training year:

Signed: \_\_\_\_\_ (Trainee)      Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Mentor)      Date: \_\_\_\_\_