The Arguments for Dance

- Dance fulfils a unique role in the curriculum bringing together physical literacy with imagination and creativity. It remains a highly popular art form amongst children and young people, especially girls and young women, encouraging their engagement in wider learning and life-long physical activity.

- Research has shown that there has been a narrowing of the curriculum through the introduction of EBacc. Ipsos Mori research showed that 27% of schools cut courses as a direct result of its implementation. Historic analysis from the Cultural Learning Alliance in 2013 revealed that EBacc disproportionately affected arts courses – especially for pupils in disadvantaged areas which have seen reduced numbers of students experiencing an arts curriculum.

- There has been a negative impact on the provision of dance in schools due to the introduction of EBacc. From 2010 to 2015 there was a decrease in the number of students taking GCSE Dance by 11.7% and an even greater impact on A/S and A Level dance where there was a 17.9% decrease in numbers taking A Level dance.

- The impact on other performing arts subjects has also been detrimental. Overall there has been a reduction in the numbers of students taking A Level in Music by 17% and Drama by 19%.

- Not only does this impact on the curriculum leading to an impoverished arts offer for students but also negatively affects the supply chain to the creative industries.

- The UK is known for its creative industries. The combination of offering science, technology, arts, engineering and maths (STEM to STEAM) subjects in the curriculum will ensure the creation of future innovators and leaders to sustain our world class reputation in the creative industries.

- If children and young people do not have access to and participate in a high quality dance education in our schools it will have an impact on:
  - Physical development, maintaining healthy lifestyles and well being
  - Widening cultural awareness and understanding of dance as an art form
  - Using dance as a vehicle for learning across the school curriculum
  - Employability, developing confidence and self esteem, communication and negotiation skills, problem solving, leadership skills, working with others
  - Participation in out of school hours learning and engagement in dance activities beyond formal education
  - Identifying young people with exceptional dance potential from wide social backgrounds