

KS3 Curriculum Overview (Dance)

Year 7

TERM 1	TOPIC: Dance by numbers	*Key Skills/Subject Links	*Career links & BV
Week 1	Introduction to basic dance skills – Action, Space, Dynamics What to expect Health and Safety	Links with: <ul style="list-style-type: none"> • Food & Nutrition – healthy Dancer/performer/diet plate • Maths – numbers, patterns, accumulation & dance ‘equations’ 	Mutual respect when working and performing in groups, being an audience member. Individual liberty – creative and personal judgement Tolerance – be open and respectful of other opinions and creative freedom Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry Problem solving – working with numbers and patterns Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.
Week 2	Number patterns – (Action) using numbers displayed on the floor & walls to execute dance movements and short sequences (class activity)	IDENTIFYING Basic dance skills, appropriate classroom behaviors & expectations, number patterns, rhythmic patterns EXPLORING Number patterns, rhythmic patterns, basic actions, dynamics and space.	
Week 3	Chance dynamics – (Dynamics) Using a dice to ‘chance’ the dynamics used within previous sequences	CREATING & APPLYING Creating short movement sequences based on specific number patterns, applying ASD chance method throughout MAKING LINKS	
Week 4	Dance by chance – Action, space & dynamics, creating a new sequence using chance method (individual/group task)	Basic and simple math’s equations help to create the movement sequences. Rhythmic patterns link with music – counting a rhythm, keeping the beats equal ANALYSING Their own progression and development throughout the term. The final performance piece. Use and application of chance and equations	
Week 5	The dance equation – giving math’s equations for students to work out, answers relate to specific actions, space or dynamics that need to be applied to the piece.	LINKS TO CURRICULUM <ul style="list-style-type: none"> • Produce creative work • Explore ideas during rehearsals • Working as an individual and within groups • Selecting and organising appropriate movement ideas • Explore different styles • Use a variety of actions to create a motif/short sequence • Develop competence and confidence in physical skills and movements • Remain physically active for a sustained period of time 	
Week 6	Assessment rehearsal		
Week 7	Assessment		
TERM 2	TOPIC: African	Links with:	

Week 1	African Dance – Culture, movement basics	<ul style="list-style-type: none"> • Various other subjects studying/celebrating Black history month including History, Geography, Food & Nutrition, music, Art • Music – beats, rhythms, traditional songs • Art – African artwork, patterns, stories/traditions • We suggest/plan to organise a celebration of this work completed by students within this term. Like a performance art exhibition. <p>IDENTIFYING Basic dance skills, appropriate classroom behaviours & expectations, number patterns, rhythmic patterns</p> <p>EXPLORING Number patterns, rhythmic patterns, basic actions, dynamics and space.</p> <p>CREATING & APPLYING Creating short movement sequences based on specific number patterns, applying ASD chance method throughout</p> <p>MAKING LINKS Basic and simple math's equations help to create the movement sequences. Rhythmic patterns link with music – counting a rhythm, keeping the beats equal, BTEC Dance & GCSE – reviewing and analysing professional works, learning set repertoire</p> <p>ANALYSING Their own progression and development throughout the term. The final performance piece. Use and application of chance and equations</p> <p>LINKS TO CURRICULUM</p> <ul style="list-style-type: none"> • Produce creative work • Evaluate and analyse existing work • Learn and understand basic dance terminology • Perform, watch and review pieces relevant to the style across a range of historical periods and the development of styles • Explore ideas during rehearsals • Working as an individual and within groups • Selecting and organising appropriate movement ideas • Explore different styles • Use a variety of actions to create a motif/short sequence • Develop competence and confidence in physical skills and movements • Develop knowledge and understanding of the historical and cultural influences. • Remain physically active for a sustained period of time 	<p>Mutual respect when working and performing in groups, being an audience member.</p> <p>Respect for the style and cultural aspects of the movement. Showing an understanding of the meanings and story behind some of the movements, accompaniment, and traditional dress.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p> <p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>
Week 2	Learn set sequence (class activity)		
Week 3	Develop set sequence using space & dynamics about African culture		
Week 4	Creative task – create own sequence based on African movements		
Week 5	Assessment rehearsal		
Week 6	Assessment		

TERM 3		TOPIC: Jazz	
Week 1	Introduction to Jazz dance & Bob Fosse	<p>Links with:</p> <ul style="list-style-type: none"> • Music – beats, rhythms, patterns, songs, era • Continuation from African – how styles develop – African, rhythm & blues <p>IDENTIFYING Key features, stylistic qualities and movements within Jazz. Practitioners such as Bob Fosse, the historical context and social factors of the style</p> <p>EXPLORING Key movements, stylistic qualities, origins of jazz dance, music and props (hats)</p> <p>CREATING & APPLYING Applying their knowledge & understanding of the style to create short sequences or develop existing material</p> <p>MAKING LINKS Between previous styles (African) and jazz, using previous knowledge surrounding ASD to aid creative process. Links between film, musical and dance for camera. BTEC Dance – reviewing and analysing professional works, learning set repertoire</p> <p>ANALYSING Movement origins, links to previous styles, videos/films it has features in, key aspects of the style</p> <p>LINKS TO CURRICULUM</p> <ul style="list-style-type: none"> • Produce creative work • Evaluate and analyse existing work • Learn and understand basic dance terminology • Perform, watch and review pieces relevant to the style across a range of historical periods and the development of styles • Explore ideas during rehearsals • Working as an individual and within groups • Selecting and organising appropriate movement ideas • Explore different styles • Use a variety of actions to create a motif/short sequence • Develop competence and confidence in physical skills and movements • Develop knowledge and understanding of the historical and cultural influences. • Remain physically active for a sustained period of time 	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p> <p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>
Week 2	Jazz – fancy footwork: learning the jazz basic footwork		
Week 3	Set sequence: learn set sequence (class activity)		
Week 4	Performance skills: identify and apply performance skills to set sequence		
Week 5	Assessment rehearsal		
Week 6	Assessment		
TERM 4		TOPIC: Nutcracker!	
Week 1	Introduction to Matthew Bourne's Nutcracker – professional work,	<p>Links with:</p> <ul style="list-style-type: none"> • Music – classical/traditional music <p>IDENTIFYING</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p>

	fusion of ballet and contemporary, costumes, music and performance skills	Key features of the style/s, historical and cultural context of Matthew Bourne's pieces and the traditional pieces they are based on, social context, key movements, traditions and modern developments	Respect for the professional work, choreographer and influences – historical, social and cultural aspects.
Week 2	Learn set material – focus on action & style	EXPLORING Key movements, traditional and modern movements/techniques, story/ themes, characterisation and the traditional music.	Democracy shown within the piece – student understand and response appropriately.
Week 3	Characterisation – becoming a character	CREATING & APPLYING Applying knowledge and understating of Bourne's techniques, stories and themes to their movements. Generating and using developments to create new material or develop existing choreography.	Individual liberty – creative and personal judgement
Week 4	Performance skills		Tolerance – be open and respectful of other opinions and creative freedom
Week 5	Assessment rehearsal		Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry
Week 6	Assessment	MAKING LINKS Historical and contextual links to traditional ballets, social links, classical music - linked with music, classical composers, BTEC Dance & GCSE – reviewing and analysing professional works, learning set repertoire ANALYSING Traditional and modern music, use of themes and characters, social context of ballet now in comparison to its early performances. LINKS TO CURRICULUM <ul style="list-style-type: none"> • Produce creative work • Evaluate and analyse existing work • Learn and understand basic dance terminology • Perform, watch and review pieces relevant to the style across a range of historical periods and the development of styles • Explore ideas during rehearsals • Working as an individual and within groups • Selecting and organising appropriate movement ideas • Explore different styles • Use a variety of actions to create a motif/short sequence • Develop competence and confidence in physical skills and movements • Develop knowledge and understanding of the historical and cultural influences. • Remain physically active for a sustained period of time 	Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.
TERM 5	TOPIC: Flash Mob	Links with:	Mutual respect for one another when working and performing in groups, being an audience member.
Week 1	Introduction to flash mobs – our version of 'big dance'	<ul style="list-style-type: none"> • RE – charity & sacrifice • PE – performed on sports day 	

Week 2	Flash mob – styles of dance	<p>IDENTIFYING Key technical skills needed within the performance, key performance skills needed, the purpose of a flash mob, social context of the performance, fusion of dance styles used.</p> <p>EXPLORING a range of dance styles, social context and purpose of a flash mob</p> <p>CREATING & APPLYING Applying knowledge and understanding of different dance style and techniques. Applying performance skills and stylistic qualities to the performance</p> <p>MAKING LINKS School values, charitable events, wider community, social context</p> <p>ANALYSING Fusion of styles, differences between styles, the impact of a large-scale event. Individual and group progress, overall impact</p> <p>LINKS TO CURRICULUM</p> <ul style="list-style-type: none"> • Produce creative work • Evaluate and analyse existing work • Learn and understand basic dance terminology • Perform, watch and review pieces relevant to the style across a range of historical periods and the development of styles • Explore a range of styles and techniques during rehearsals • Working as an individual and within groups • Explore the fusion of different styles • Use a variety of actions to create a motif/short sequence • Develop competence and confidence in physical skills and movements • Develop knowledge and understanding of the social and cultural influences. • Remain physically active for a sustained period of time 	<p>Respect for charitable causes – understanding why charity events take place and how these can help those foundations.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p> <p>Problem solving – working with numbers, pathways, patterns and various dance styles.</p> <p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>
Week 3	learn set material		
Week 4	Learn set material		
Week 5	Learn set material		
Week 5	Learn set material		
TERM 6	Topic: Flash Mob	See above	
Week 1	Learn set material		
Week 2	Rehearsal		
Week 3	Rehearsal		
Week 4	Performance		

Rollover

Week 5	Musical Theatre – Greatest showman Learn set sequence	<p>Links with: Whole school – create interest for the school musical</p> <p>IDENTIFY Key skills and techniques used in musical theatre, purpose of performance, storyline/themes, physical skills & expressive skills</p> <p>EXPLORE Set material and individual themes to create short sections of material, style of dance or performance art within the piece</p> <p>CREATE & APPLY Create short sections of choreography and apply the necessary physical, technical and performance skills to them.</p> <p>ANALYSE Professional work, dance styles, themes and music used. Performance skills and expressive skills – how do these add to the piece and how do the performers connect with the audience</p> <p>MAKING LINKS Links with media – camera angles, themes shown through film, stunts and acrobatics used and music</p> <p>LINKS TO CURRICULUM</p> <ul style="list-style-type: none"> • Produce creative work • Evaluate and analyse existing work • Learn and understand basic dance terminology • Perform, watch and review pieces relevant to the style across a range of historical periods and the development of styles • Explore ideas during rehearsals • Working as an individual and within groups • Selecting and organising appropriate movement ideas • Explore different styles • Use a variety of actions to create a motif/short sequence • Develop competence and confidence in physical skills and movements • Develop knowledge and understanding of the historical, social and cultural influences. • Remain physically active for a sustained period of time 	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Respect for the subject matter, style and themes present in the musical</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p> <p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>
Week 6	Develop set sequence using Action, Space, Dynamics & relationships		
Week 7	Rehearsal and performance of piece		

YEAR 8

TERM 1	TOPIC: Musical Theatre	*Key Skills/Subject Links	*Career links & BV
Week 1	Introduction to musical theatre – technical & performance skills Analysing set musical – identifying skills used	Links with: <ul style="list-style-type: none"> • Music – singing, projection • Drama – using previous acting skills learnt • Create interest for the WSM IDENTIFY Key themes, styles, influences, music/accompaniment, era/genre, characters	Mutual respect for one another when working and performing in groups, being an audience member. Individual liberty – creative and personal judgement
Week 2	Set sequence		
Week 3	Develop set sequence using Action & space	EXPLORE Use of storyline, text/speech, accompaniment, movement material, styles of dance, techniques	Tolerance – be open and respectful of other opinions and creative freedom
Week 4	Creative task – create a short sequence which relate to the theme and style of the piece.	CREATE & APPLY Apply the skills and techniques learnt surrounding the specific musical chosen, becoming a character and specific style of dance. Create own movements and short sequences in relation to the chosen musical.	Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry
Week 5	Applying performance skills – recap and identify performance skills needed. Apply these to the performance piece	Apply suggested developments to taught material to create new sections. MAKING LINKS Drama – characterization, becoming a character, body language and facial expressions. Music – era, rhythm, style, dynamics ANALYSE	
Week 6	Assessment rehearsal	Storyline/themes of the musical (this will link with our chosen musical that year, if we are not putting on a musical, one will be chosen to study) Characters, style and genre of dance/music, social, historical and cultural links & influences of musical	
Week 7	Assessment	LINKS WITH CURRICULUM <ul style="list-style-type: none"> • Produce creative work • Evaluate and analyse existing work • Learn and understand basic dance terminology • Perform, watch and review pieces relevant to the style across a range of historical periods and the development of styles • Explore a range of styles and techniques during rehearsals • Working as an individual and within groups • Use a variety of actions to create a motif/short sequence • Develop competence and confidence in physical skills and movements as well as becoming a character • Develop knowledge and understanding of the social and cultural influences. • Remain physically active for a sustained period of time 	Problem solving – working with numbers and patterns Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be

			seen in both instances.
TERM 2	TOPIC: Swansong	Links with:	
Week 1	Introduction to the professional work and its themes.	<ul style="list-style-type: none"> • RE – amnesty international, human rights • Drama – creating tension, facial expression • Music – use of sound – found sound, sound effect etc 	
Week 2	set sequence – learn set sequence (in relation to specific character)	<p>IDENTIFY Key themes, styles of dance, influences, Christopher Bruce , Amnesty international, charcaterisation (link to GCSE & BTEC spec)</p> <p>EXPLORE A variety of styles and techniques used – foot tapping, contact, ballet/contemporary movement, question and answer and use of prop. Use of characterization, facial expression and body language.</p> <p>CREATE & APPLY Apply the ideas and themes of the professional work in your own pieces, create movement which embodies the style and message of the piece – using the different techniques displayed, foot tapping, question and answer, contact and ballet/contemporary movement. Apply the appropriate facial expression and body language of your character</p>	
Week 3	Characterisation – developing the characters using performance skills and appropriate technical skills		
Week 4	Develop set sequence & add own movements		
Week 5	Assessment rehearsal		
Week 6	Assessment	<p>MAKING LINKS GCSE & BTEC Dance require professional works to be studied & researched in order for repertoire to be learnt of choreography to be created inspired by original movement. History/ RE– amnesty international, political views Drama – facial expressions & body language</p> <p>ANALYSE How the set work and choreographer were influenced by the theme/s, the choice of dance styles and techniques, set/prop choices, accompaniment choice and how this relates to the theme. Own progression, characterization, strengths and weaknesses. Historical, social and cultural context of the piece and its influences – ensure students understand amnesty international and its purpose.</p> <p>LINKS WITH CURRICULUM</p> <ul style="list-style-type: none"> • Produce creative work • Evaluate and analyse existing work • Learn and understand basic dance terminology • Perform, watch and review pieces relevant to the style across a range of historical periods and the development of styles – research into Amnesty international, gain an understanding of • Explore a range of styles and techniques during rehearsals appropriate to the set work – jazz, tap and ballet. • Working as an individual and within groups 	

		<ul style="list-style-type: none"> • Explore the fusion of different styles • Use a variety of actions to create a motif/short sequence • Develop competence and confidence in physical skills and movements • Develop knowledge and understanding of the social, historical and cultural influences. • Remain physically active for a sustained period of time 	
TERM 3	TOPIC: Freedom – E of E/Street dance	Links with: <ul style="list-style-type: none"> • History – MLK, ‘I have a dream’ • English – power of speech • Drama – expressive skills • RE – human rights 	Mutual respect for one another when working and performing in groups, being an audience member.
Week 1	Introduction of the idea of freedom, E of E themes explored through street dance	IDENTIFY Key themes, styles and movements used within the professional work.	Democracy – making informed decisions and opinions, accepting the opinions and decisions of others.
Week 2	Creative task: Explore the idea of freedom through movement, read Nelson Mandela’s ‘I have a dream’ for inspiration	Identify the theme of freedom within the piece and its meaning (in general) and how we can link this to movement – creating movement form a stimulus. EXPLORE Key ideas and themes explored within E of E (GCSE set work), explore the NM speech and the idea of freedom presented within it. Explore movement which resembles freedom, breaking free, peace and the idea of confinement, separation and being trapped. Explore key movements of sequences that feature in E of E	Rule of law – understanding how the law has changed and developed in relation to the subjects studied in this unit of dance.
Week 3	Learn set material		
Week 4	Develop set material using the Action, Space & dynamics in relation to freedom	CREATE & APPLY The background knowledge and understanding to key movements. Create movements, positions and short sequences based on E of E and themes/idea presented in NM speech	Individual liberty – creative and personal judgement
Week 5	Assessment rehearsal		Tolerance – be open and respectful of other opinions and creative freedom
Week 6	Assessment	MAKING LINKS GCSE & BTEC Dance require professional works to be studied & researched in order for repertoire to be learnt of choreography to be created inspired by original movement. Historical content in relation to Nelson Mandela, segregation and freedom. Social and cultural links and influences to NM speech and how this has changed over time – some these ideas or presented and shown in E of E ANALYSE Key themes within E of E and how they link to NM speech, how are these ideas/themes portrayed through movement/set/lighting/costume/accompaniment. How does the movement show the idea of freedom – does the music aid this idea? LINKS WITH CURRICULUM <ul style="list-style-type: none"> • Produce creative work 	Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources,

		<ul style="list-style-type: none"> Evaluate and analyse existing work Learn and understand basic dance terminology Perform, watch and review pieces relevant to the style across a range of historical periods and the development of styles Explore a range of styles and techniques during rehearsals Working as an individual and within groups Explore the fusion of different styles within 'street' Use a variety of actions to create a motif/short sequence Develop competence and confidence in physical skills and movements Research the historical, social and cultural content surrounding the idea of freedom and Nelson Mandela. Develop knowledge and understanding of the social and cultural influences. Remain physically active for a sustained period of time 	<p>education, law, health care and the performing arts industry</p> <p>Problem solving – working with numbers and patterns</p> <p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>
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TERM 4	TOPIC: Era of rock & roll	Links with:	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law,</p>
Week 1	Explore the rock and roll era – music & dance	<ul style="list-style-type: none"> Music – rock and roll era, history, beats and rhythms 	
Week 2	Basic rock & roll movements – why is I classed as social dance?	<p>IDENTIFY</p> <p>Key skills and techniques used within rock and roll dance, genre of music appropriate for this dance style and artists or choreographers that used or performed in this style.</p>	
Week 3	Set sequence – develop using space & dynamics	<p>EXPLORE</p> <p>Key movements and sequences, music/artist choices, use of rhythm and dynamics.</p>	
Week 4	Creative task – add a short sequence of your own to the set material	<p>CREATE & APPLY</p> <p>Apply knowledge and understanding of the era and style to the movement phrases taught and learnt.</p> <p>Apply a range of developments to the sequences to create individual pieces.</p> <p>Create own movements or short sequences within the given style.</p>	
Week 5	Assessment rehearsal		
Week 6	Assessment	<p>MAKING LINKS</p> <p>Music – historical, genres, use of rhythm, famous artists.</p> <p>ANALYSE</p> <p>Dynamics used, social, historical and cultural influences and context. Footwork and contact work used – partner work and how rock and roll became almost a competitive sport.</p> <p>LINKS WITH CURRICULUM</p> <ul style="list-style-type: none"> Produce creative work Evaluate and analyse existing work Learn and understand basic dance terminology 	

		<ul style="list-style-type: none"> • Perform, watch and review pieces relevant to the style across a range of historical periods and the development of styles • Explore a range of styles and techniques during rehearsals • Working as an individual and within groups • Explore the fusion of different styles • Use a variety of actions to create a motif/short sequence • Develop competence and confidence in physical skills and movements • Develop knowledge and understanding of the social and cultural influences. • Remain physically active for a sustained period of time 	<p>health care and the performing arts industry</p> <p>Problem solving – working with numbers, pathways, dynamics and patterns</p> <p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>
TERM 5	TOPIC: Flash mob	<p>Links with:</p> <ul style="list-style-type: none"> • RE – charity & sacrifice • PE – performed on sports day 	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Respect for charitable causes – understanding why charity events take place and how these can help those foundations.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills</p>
Week 1	Introduction to flash mob – our version ‘big dance’	<p>IDENTIFYING</p> <p>Key technical skills needed within the performance, key performance skills needed, the purpose of a flash mob, social context of the performance, fusion of dance styles used. Identifying key stylistic qualities within the flash mob and the specific performance skills that accompany them.</p>	
Week 2	Learn set material		
Week 3	Learn set material		
Week 4	Learn set material		
Week 5	Learn set material	<p>EXPLORING</p> <p>a range of dance styles, social context and purpose of a flash mob. Explore specific stylistic movement – year 8 will have more complex sections and styles than year 7, some will also be used to lead the flash mob – some leadership skills will be explored. Use of dynamics, space and timing will be studied: due to year 8 performing in more of the piece, more complex movement and selected students leading the choreography</p> <p>CREATING & APPLYING</p> <p>Applying knowledge and understanding of different dance style and techniques. Applying performance skills ad stylistic qualities to the performance</p> <p>MAKING LINKS</p> <p>School values, charitable events, wider community, social context</p> <p>ANALYSING</p> <p>Fusion of styles, differences between styles, the impact of a large-scale event. Individual and group progress, overall impact</p>	

		<p>LINKS TO CURRICULUM</p> <ul style="list-style-type: none"> • Produce creative work • Evaluate and analyse existing work • Learn and understand basic dance terminology • Perform, watch and review pieces relevant to the style across a range of historical periods and the development of styles • Explore a range of styles and techniques during rehearsals • Working as an individual and within groups • Explore the fusion of different styles • Use a variety of actions to create a motif/short sequence • Develop competence and confidence in physical skills and movements • Develop knowledge and understanding of the social and cultural influences. <p>Remain physically active for a sustained period of time</p>	<p>will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p> <p>Problem solving – working with numbers, pathways, patterns and various dance styles.</p> <p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>
TERM 6	Topic: Flashmob	See above	
Week 1	Learn set material		
Week 2	Rehearsal		
Week 3	Rehearsal		
Week 4	Performance		
Rollover			

Year 9

TERM 1	TOPIC: Technique – skills development	*Key Skills/Subject Links	*Career links & BV
Week 1	Introduction to dance technique	IDENTIFY Key skills – physical, technical & expressive (linked to GCSE & BTEC courses)	Mutual respect for one another when working and performing in groups, being an audience member.
Week 2	Technique exercise – center	What is an effective warm-up/cool down, treating an injury, developing skills and techniques, basics of technique and how they underpin your progression?	
Week 3	Technique exercises – corner		
Week 4	Technique exercises – Cunningham		
Week 5	Technique exercises – sequences	EXPLORE A variety of basic exercises to improve technique, physical skills and expressive skills. Explore static and travelling sequences as well as cardio, endurance and flexibility exercises.	Individual liberty – creative and personal judgement
Week 6	Assessment rehearsal		
Week 7	Assessment	<p>CREATE & APPLY Create suitable exercises of your own designed to progress and improve your skills & technique. Apply these skills in short sequences.</p> <p>MAKING LINKS Links with PE – appropriate warm-ups/cool down/injury prevention/treatment. Skills and techniques learnt will underpin the foundations for other styles and techniques studied throughout the year GCSE & BTEC Dance require professional works & techniques to be studied & researched for a repertoire to be learnt of choreography to be created inspired by original movement.</p> <p>ANALYSE Own progression and ability throughout the term, different skills and techniques essential to the performance</p> <p>LINKS WITH CURRICULUM</p> <ul style="list-style-type: none"> • Produce creative work • Evaluate and analyse existing work • Learn and understand basic dance terminology • Perform, watch and review pieces relevant to the style across a range of historical periods and the development of styles • Ability to rehearse independently • Working on individual progress • Explore different techniques/ exercises • Develop competence and confidence in technique, physical skills and expressive skills • Develop knowledge and understanding of the historical influences. • Remain physically active for a sustained period of time 	<p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p> <p>Problem solving – working with numbers, pathways, patterns and various dance styles.</p> <p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>

TERM 2	TOPIC: contemporary dance – Matthew Bourne	IDENTIFY	Mutual respect for one another when working and performing in groups, being an audience member.
Week 1	Introduction to Matthew Bourne & professional work (red shoes – swimming pool section)	Key themes, links to traditional ballet, movements and styles of dance, technical and expressive skills needed within the performance (links to GCSE & BTEC Spec)	
Week 2	Analysing material, identifying key skills	EXPLORE Different styles of dance, characterization, use of prop and pedestrian movement, technical and expressive skills needed within the performance (links to GCSE & BTEC spec)	Respect for the professional work, choreographer and the pieces influences – social, cultural and historical.
Week 3	Learning set repertoire		
Week 4	Creating material around set theme		
Week 5	Assessment rehearsal	CREATE & APPLY	Individual liberty – creative and personal judgement
Week 6	Assessment	<p>Apply technical skills to set repertoire and own choreography, applying performance skills to choreography – becoming a character and embodying the dance style</p> <p>MAKING LINKS Drama - Becoming a character, facial expressions, body language, use of pedestrian movement</p> <p>GCSE & BTEC Dance require professional works to be studied & researched in order for repertoire to be learnt of choreography to be created inspired by original movement.</p> <p>ANALYSE Professional work – movement, themes, background information, influences, choreographer, costumes, set, lighting and accompaniment (links to GCSE & BTEC spec) Own progression & ability, strengths and weaknesses – how to improve. Physical and expressive skills needed – strengths and weaknesses, how to improve, the importance of rehearsal. (links to BTEC spec)</p> <p>LINKS WITH CURRICULUM</p> <ul style="list-style-type: none"> • Produce creative work • Evaluate and analyse existing work • Learn and understand basic dance terminology – style specific • Perform, watch and review pieces relevant to the style across a range of historical periods, social contexts and the development of styles • Ability to rehearse independently as well as part of a group • Working on individual progress as well as group progression • Explore different techniques and styles • Develop competence and confidence in technique, physical skills and expressive skills 	<p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p> <p>Problem solving – working with numbers, pathways, patterns and various dance styles.</p> <p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and</p>

		<ul style="list-style-type: none"> Develop knowledge and understanding of the historical, cultural and social influences. Remain physically active for a sustained period of time 	effort should be seen in both instances.
TERM 3	TOPIC: Street dance – some like it hip hop, Zoo-nation	IDENTIFY Key themes and ideas behind the piece, creation process, styles included within the piece and skills & techniques used to create the performance piece as a whole	Mutual respect for one another when working and performing in groups, being an audience member.
Week 1	Analyse and explore street dance through 'some like it hip hop'		
Week 2	Creating key movements	EXPLORE	
Week 3	Learn set material	A range of styles that fall under the street/hip hop umbrella (voguing, B-Boy, breakdance etc.) explore a range of key movements or sequences used within the choreography. Learn a range of technique exercises designed to help with the more complex movements, physical fitness and expectations of the performers. Learn set material from the professional work, explore key ideas/themes throughout own choreography (links with GCSE & BTEC spec)	Respect for the professional work, choreographer and the pieces influences – social, cultural and historical.
Week 4	Develop set material – using ASDR and by adding own key movements		
Week 5	Assessment rehearsal		
Week 6	Assessment	<p>CREATE & APPLY Create own sections/sequences of material to be included in set choreography playing to your individual and group strengths, apply performance techniques and expressive skills to make a fun, enjoyable and entertaining piece. (links with GCSE & BTEC spec)</p> <p>MAKING LINKS GCSE & BTEC Dance require professional works to be studied & researched in order for repertoire to be learnt of choreography to be created inspired by original movement.</p> <p>ANALYSE Professional work – themes, dance styles, characters, movement, and accompaniment. Own and group progression, strengths and weaknesses</p> <p>LINKS WITH CURRICULUM</p> <ul style="list-style-type: none"> Produce creative work Evaluate and analyse existing work Learn and understand basic street/hip hop dance terminology Perform, watch and review pieces relevant to the style across a range of historical & social periods and the development of styles within street and hip hop Ability to rehearse independently as well as part of a larger group Working on individual & group progress Explore different techniques, styles and exercises to broaden the physical and theoretical knowledge of street and hip hop 	<p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p> <p>Problem solving – working with numbers, pathways, patterns and various dance styles.</p> <p>Working as an individual and as part of a team – some tasks will be</p>

		<ul style="list-style-type: none"> • Develop competence and confidence in technique, physical skills and expressive skills within street dance • Develop knowledge and understanding of the historical influences. • Remain physically active for a sustained period of time 	<p>independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>
TERM 4	TOPIC: professional repertoire – 5 Soldiers	IDENTIFY	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Respect for the professional work, choreographer and the pieces influences – social, cultural and historical.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p> <p>Problem solving – working with numbers, pathways, patterns and various dance styles.</p>
Week 1	Analyse and explore key themes and creative process	Key ideas and themes, influences and creative process of the piece, appropriate target audience – could this be theatre in education? What is theatre in education. Characters seen, who are they, why are they there, can you see a change in the characters throughout the piece. (links to GCSE & BTEC spec)	
Week 2	Explore key movements and repertoire		
Week 3	Develop existing repertoire using ASDR		
Week 4	Creative task – create own sequence to be included into piece using appropriate ASDR	EXPLORE The idea of set rhythms and pathways within the choreography, different characters within the piece – who are they, how is their individuality shown through the movement and their expression, explore a variety of accompaniment - found sound, classical music and natural sound. How does the change in accompaniment affect the performance? (links to GCSE & BTEC spec)	
Week 5	Assessment rehearsal		
Week 6	Assessment	<p>CREATE & APPLY Apply technical and expressive skills to the set repertoire to embody the theme and idea of performance piece. Create key movements to identify individual characters within the piece and apply them to the choreography. (links with GCSE & BTEC spec) Working with different accompaniment and see the affect it has on the movement and overall expression and viewing of the piece.</p> <p>MAKING LINKS GCSE & BTEC Dance require professional works to be studied & researched in order for repertoire to be learnt of choreography to be created inspired by original movement. Music – different accompaniment (also links to GCSE & BTEC dance spec), rhythms used and tempo/dynamics within the music and their relation to the complementing or juxtaposing movement. Drama – expressive skills such as facial expression and body language as well as building tension through movement, use of lighting and set and the idea of the piece being theatre in education; informing the audience to a specific issue – unconventional entertainment</p> <p>ANALYSE Professional work – themes, movement choices, styles, influences, choreographic process, accompaniment, set, lighting and costume. Own</p>	

		<p>progression & ability, strengths and weaknesses – how to improve. Physical and expressive skills needed – strengths and weaknesses, how to improve, the importance of rehearsal. (links to BTEC spec) Appropriate target audience, t</p> <p>LINKS WITH CURRICULUM</p> <ul style="list-style-type: none"> • Produce creative work • Evaluate and analyse existing work • Learn and understand basic dance terminology within contemporary dance • Perform, watch and review pieces relevant to the style across a range of historical periods and the development of the contemporary style • Ability to rehearse independently and well as part of a small group • Working on individual progress as well as group progression • Explore different techniques/styles/exercises • Develop competence and confidence in technique, physical skills and expressive skills • Develop knowledge and understanding of the historical influences. • Remain physically active for a sustained period of time 	<p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>
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TERM 5	TOPIC: Leadership skills	IDENTIFY	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed.</p>
Week 1	Introduction and exploration of leadership skills – general and within dance	Key leadership skills, behavior management skills, how to plan a successful lesson/activity, appropriate tasks for specific age groups, creating resources and how to build relationships within a class. Sing praise as a teaching tool.	
Week 2	Classroom management		
Week 3	Lesson planning		
Week 4	Creating activities	EXPLORE	
Week 5	Delivering a lesson	<p>Age appropriate activities, themes and ideas for KS3 lessons, styles of dance, creating ability appropriate material. Delivery techniques, appropriate language, subject specific terminology. Explore leadership skills – strengths and weaknesses, how to improve. Classroom management techniques, how to be engaging and how to plan an activity or lesson</p> <p>CREATE & APPLY</p> <p>Create short tasks/activities appropriate to the given class/year group. Create suitable resources (including music) to use during lessons. When teaching or leading a session, apply subject/style specific language to enable the students to understand the task/movement. Apply behavior management where necessary and give praise.</p> <p>MAKING LINKS</p>	

		<p>Links within different styles of dance, how different exercises and smaller task aid the overall session/choreography/learning. Leadership skills link with PD, health and well-being, improving confidence and communication - speaking in-front of an audience and communicating with those other than their peers.</p> <p>ANALYSE Teaching styles and how these different with abilities, age groups and tasks/subject, effective behavior and classroom management techniques. Personal progression – identifying strengths and weaknesses, improving your performance.</p> <p>LINKS WITH CURRICULUM</p> <ul style="list-style-type: none"> • Produce creative work • Evaluate and analyse existing work • Learn and understand basic dance terminology within contemporary dance • Perform, watch and review pieces relevant to the style across a range of historical periods and the development of the contemporary style • Ability to rehearse independently and well as part of a small group • Working on individual progress as well as group progression • Planning for different purposes and audiences • Speak confidently, audibly and effectively when presenting to a class • Listening to and building on the contributions of others, asking questions to clarify and inform and challenge • Explore different techniques/styles/exercises • Develop competence and confidence in technique, physical skills and expressive skills • Develop knowledge and understanding of the historical influences. • Remain physically active for a sustained period of time 	<p>These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p> <p>Problem solving – working with numbers, pathways, patterns and various dance styles.</p> <p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>
TERM 6	Topic: Leadership skills	See above	
Week 1	Teaching group 1		
Week 2	Teaching group 2		
Week 3	Teaching group 3		
Week 4	Assessment/Performance		
Rollover			