KS3 Curriculum Overview (Dance)

<u>Year 7</u>

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: • 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.
Week 2	Number patterns – (Action) using numbers displayed on the floor & walls to execute dance movements and	IDENTIFYING Basic dance skills, appropriate classroom behaviors & expectations, number patterns, rhythmic patterns EXPLORING Number patterns, rhythmic patterns, basic actions,	Individual liberty – creative and personal judgement Tolerance – be open and respectful of other
	short sequences (class activity)	dynamics and space.	opinions and creative freedom
Week 3	Chance dynamics – (Dynamics) Using a dice to 'chance' the dynamics used within previous	CREATING & APPLYING Creating short movement sequences based on specific number patterns, applying ASD chance method throughout	Gaining confidence to work with others practically, communicating
Week 4	sequences Dance by chance – Action, space & dynamics, creating a new sequence using chance method (individual/group task)	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 ANALYSING Their own progression and development throughout the term. The final performance piece.	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
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	Use and application of chance and equations LINKS TO CURRICULUM Produce creative work Explore ideas during rehearsals Working as an individual and within groups Selecting and organising appropriate movement ideas Explore different styles	resources, education, law, health care and the performing arts industry Problem solving – working with numbers and patterns
Week 6	piece. Assessment	 Use a variety of actions to create a motif/short sequence 	Working as an individual and as part of a team – some tasks
Week 7	Assessment	 Develop competence and confidence in physical skills and movements Remain physically active for a sustained period of time 	will be independently led and some will require group work. Effective communication and effort should be seen in both instances.
TERM 2	TOPIC: African	Links with:	

Week 1	African Dance – Culture, movement basics	 Various other s Black history n Geography, Fo
Week 2	Learn set sequence (class activity)	Music – beats,Art – African a
Week 3	Develop set sequence using space & dynamics about African culture	stories/tradition We suggest/pl this work completerm. Like a pe
Week 4	Creative task – create own sequence based on African movements	IDENTIFYING Basic dance skills, apprexpectations, number parts.
Week 5	Assessment rehearsal	EXPLORING
Week 6	Assessment	Number patterns, rhytl dynamics and space.
		CREATING & APPLYING Creating short movemenumber patterns, apply throughout
		MAKING LINKS Basic and simple math' movement sequences. music – counting a rhy BTEC Dance & GCSE – r professional works, lea
		ANALYSING Their own progression the term. The final performance Use and application of
		Produce creative Produce creative Evaluate and a Learn and unde Perform, watch the style across the developme Explore ideas de Working as an Selecting and or

- subjects studying/celebrating month including History, ood & Nutrition, music, Art
- rhythms, traditional songs
- rtwork, patterns, ons
- an to organise a celebration of pleted by students within this erformance art exhibition.

ropriate classroom behaviours & patterns, rhythmic patterns

thmic patterns, basic actions,

G

ent sequences based on specific ying ASD chance method

's equations help to create the Rhythmic patterns link with thm, keeping the beats equal, reviewing and analsying arning set repertoire

and development throughout

piece.

chance and equations

- ive work
- inalyse existing work
- lerstand basic dance terminology
- h and review pieces relevant to ss a range of historical periods and ent of styles
- during rehearsals
- 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

Mutual respect when working and performing in groups, being an audience member.

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.

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

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 3	TOPIC: Jazz	Links with:	Mutual respect for one
Week 1	Introduction to Jazz	 Music – beats, rhythms, patterns, songs, era 	another when working
	dance & Bob Fosse	 Continuation from African – how styles 	and performing in
Week 2	Jazz – fancy	develop – African, rhythm & blues	groups, being an
	footwork: learning		audience member.
	the jazz basic	IDENTIFYING	
	footwork	Key features, stylistic qualities and movements within	Individual liberty –
Week 3	Set sequence:	Jazz. Practitioners such as Bob Fosse, the historical	creative and personal
	learn set sequence	context and social factors of the style	judgement
	(class activity)	EVELOPING.	Toloronos ho onon
Week 4	Performance skills:	EXPLORING	Tolerance – be open and respectful of other
	identify and apply	Key movements, stylistic qualities, origins of jazz dance,	opinions and creative
	performance skills	music and props (hats)	freedom
Mad. F	to set sequence	CREATING & APPLYING	ii ccdoiii
Week 5	Assessment	Applying their knowledge & understanding of the style	Gaining confidence to
Maal: C	rehearsal	to create short sequences or develop existing material	work with others
Week 6	Assessment	to create short sequences or develop existing material	practically,
		MAKING LINKS	communicating
		Between previous styles (African) and jazz, using	effectively, developing
		previous knowledge surrounding ASD to aid creative	communication and
		process. Links between film, musical and dance for	personal skills, research
		camera.	and investigative skills
		BTEC Dance – reviewing and analsying professional	will start to be
		works, learning set repertoire	developed. These could
		The rise, real rise, repertains	support jobs in areas
		ANALYSING	such as marketing,
		Movement origins, links to previous styles, videos/films	public relations, human
		it has features in, key aspects of the style	resources, education,
			law, health care and
		LINKS TO CURRICULUM	the performing arts
		Produce creative work	industry
		 Evaluate and analyse existing work 	
		 Learn and understand basic dance terminology 	Working as an
		 Perform, watch and review pieces relevant to 	individual and as part
		the style across a range of historical periods and	of a team – some tasks
		the development of styles	will be independently
		 Explore ideas during rehearsals 	led and some will
		 Working as an individual and within groups 	require group work.
		 Selecting and organising appropriate movement 	Effective
		ideas	communication and effort should be seen in
		Explore different styles	both instances.
		 Use a variety of actions to create a motif/short 	Dom motances.
		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	
TERM 4	TOPIC: Nutcracker!	Links with:	Mutual respect for one
Week 1	Introduction to	Music – classical/traditional music	another when working
	Matthew Bourne's	IDENITIEVING	and performing in
	Nutcracker –	IDENTIFYING	groups, being an audience member.
	professional work,		audience member.

	fusion of hallst and	Koy footures of the style /s histories	<u> </u>
Week 3 Week 4 Week 5 Week 6	fusion of ballet and contemporary, costumes, music and performance skills Learn set material – focus on action & style Characterisation – becoming a character Performance skills Assessment rehearsal Assessment	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 EXPLORING Key movements, traditional and modern movements/techniques, story/ themes, characterisation and the traditional music. 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. MAKING LINKS Historical and contextual links to traditional ballets, social links, classical music - linked with music, classical composers, BTEC Dance & GCSE – reviewing and analsying 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 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	Respect for the professional work, choreographer and influences – historical, social and cultural aspects. Democracy shown within the piece – student understand and response appropriately. 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
		 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 	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
TERM 5 Week 1	TOPIC: Flash Mob Introduction to flash mobs – our version of' big dance'	Links with: RE – charity & sacrifice PE – performed on sports day	Mutual respect for one another when working and performing in groups, being an audience member.

Mast. 2	Flach mah stulas	IDENTIFYING	
Week 2	Flash mob – styles of dance	IDENTIFYING Key technical skills needed within the performance, key	Respect for charitable
Week 3		Key technical skills needed within the performance, key performance skills needed, the purpose of a flash mob,	Respect for charitable
	learn set material		causes – understanding
Week 4	Learn set material	social context of the performance, fusion of dance	why charity evets take
Week 5	Learn set material	styles used.	place and how these can help those
		EXPLORING	foundations.
		a range of dance styles, social context and purpose of a	
		flash mob	Individual liberty –
			creative and personal
		CREATING & APPLYING	judgement
		Applying knowledge and understanding of different	
		dance style and techniques. Applying performance skills	Tolerance – be open
		ad stylistic qualities to the performance	and respectful of other
			opinions and creative
		MAKING LINKS	freedom
		School values, charitable events, wider community,	
		social context	Gaining confidence to
			work with others
		ANALYSING	practically,
		Fusion of styles, differences between styles, the impact	communicating
		of a large-scale event. Individual and group progress,	effectively, developing
		overall impact	communication and
		overall impact	personal skills, research
		LINKS TO CURRICULUM	and investigative skills
		Produce creative work	will start to be
		Evaluate and analyse existing work	developed. These could
			support jobs in areas
			such as marketing,
		Perform, watch and review pieces relevant to the style persons a range of historical periods and	public relations, human
		the style across a range of historical periods and	resources, education,
		the development of styles	law, health care and
		Explore a range of styles and techniques during	the performing arts
		rehearsals	industry
		Working as an individual and within groups	maasti y
		Explore the fusion of different styles	Problem solving –
		 Use a variety of actions to create a motif/short 	working with numbers,
		sequence	pathways, patterns and
		Develop competence and confidence in physical	various dance styles.
		skills and movements	Tarrous darres styles.
		Develop knowledge and understanding of the	Working as an
		social and cultural influences.	individual and as part
		Remain physically active for a sustained period	of a team – some tasks
		of time	will be independently
			led and some will
			require group work.
			Effective
			communication and
			effort should be seen in
			both instances.
TERM 6	Topic: Flash Mob	See above	
Week 1	Learn set material		
Week 2	Rehearsal		
Week 3	Rehearsal		
Week 4	Performance		
		,	1

	Rollover			
Week 5	Musical	Links with:	Mutual respect for one	
	Theatre –	Whole school – create interest for the school musical	another when working	
	Greatest		and performing in	
	showman		groups, being an	
	Learn set	IDENTIFY	audience member.	
	sequence	Key skills and techniques used in musical theatre, purpose of		
Week 6	Develop set	performance, storyline/themes, physical skills & expressive	Respect for the subject	
	sequence	skills	matter, style and	
	using Action,		themes present in the	
	Space,	EXPLORE	musical	
	Dynamics &	Set material and individual themes to create short sections		
	relationships	of material, style of dance or performance art within the	Individual liberty –	
Week 7	Rehearsal and	piece	creative and personal	
	performance		judgement	
	of piece	CREATE & APPLY		
		Create short sections of choreography and apply the	Tolerance – be open	
		necessary physical, technical and performance skills to them.	and respectful of other	
			opinions and creative	
		ANALYSE	freedom	
		Professional work, dance styles, themes and music used.		
		Performance skills and expressive skills – how do these add	Gaining confidence to	
		to the piece and how do the performers connect with the	work with others	
		audience	practically,	
			communicating	
		MAKING LINKS	effectively, developing	
		Links with media – camera angles, themes shown through	communication and	
		film, stunts and acrobatics used and music	personal skills, research	
			and investigative skills	
		LINKS TO CURRICULUM	will start to be	
		Produce creative work	developed. These could	
		Evaluate and analyse existing work	support jobs in areas	
		Learn and understand basic dance terminology	such as marketing,	
		Perform, watch and review pieces relevant to the	public relations, human	
		style across a range of historical periods and the	resources, education,	
		development of styles	law, health care and	
		Explore ideas during rehearsals	the performing arts	
		Working as an individual and within groups	industry	
		 Selecting and organising appropriate movement 	Madina	
		ideas	Working as an	
		Explore different styles	individual and as part of a team – some tasks	
		 Use a variety of actions to create a motif/short 		
		sequence	will be independently led and some will	
		Develop competence and confidence in physical	require group work.	
		skills and movements	Effective	
		 Develop knowledge and understanding of the 	communication and	
		historical, social and cultural influences.	effort should be seen in	
		 Remain physically active for a sustained period of 	both instances.	
		time	both mstances.	
		1	1	

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 –	Links with: • Music – singing, projection • Drama – using pervious acting skills learnt • Create interest for the WSM IDENTIFY	Mutual respect for one another when working and performing in groups, being an audience member.
Week 2	identifying skills used Set sequence	Key themes, styles, influences, music/accompaniment, era/genre, characters	Individual liberty – creative and personal judgement
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
Week 4	Creative task – create a short sequence which	CREATE & APPLY Apply the skills and techniques learnt surrounding the specific	other opinions and creative freedom
	relate to the theme and style of the piece.	musical chosen, becoming a character and specific style of dance. Create own movements and short sequences in relation to	Gaining confidence to work with others practically,
Week 5	Applying performance skills – recap and identify performance skills needed. Apply these to the performance piece	the chosen musical. 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	communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs
Week 6 Week 7	Assessment rehearsal Assessment	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 LINKS WITH CURRICULUM	in areas such as marketing, public relations, human resources, education, law, health care and the performing arts
		 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 charcater 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:	Links with:	
Mode 1	Swansong	RE – amnesty international, human rights	
Week 1	Introduction to the professional	Drama – creating tension, facial expression	
	work and its	 Music – use of sound – found sound, sound effect etc 	
	themes.	etc	
Week 2	set sequence –	IDENTIFY	
	learn set	Key themes, styles of dance, influences, Christopher Bruce,	
	sequence (in	Amnesty international, charcaterisation (link to GCSE & BTEC	
	relation to	spec)	
	specific		
	character)	EXPLORE	
Week 3	Characterisation	A variety of styles and techniques used – foot tapping,	
	developing	contact, ballet/contemporary movement, question and	
	the characters	answer and use of prop.	
	using	Use of characterization, facial expression and body language.	
	performance	CDEATE & ADDIV	
	skills and	CREATE & APPLY	
	appropriate technical skills	Apply the ideas and themes of the professional work in your	
Week 4	Develop set	own pieces, create movement which embodies the style and message of the piece – using the different techniques	
WEEK 4	sequence & add	displayed, foot tapping, question and answer, contact and	
	own movements	ballet/contemporary movement. Apply the appropriate facial	
Week 5	Assessment	expression and body language of your character	
33000	rehearsal	3	
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.	
		History/ RE– amnesty international, political views	
		Drama – facial expressions & body language	
		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.	
		LINKS WITH CURRICHLINA	
		INKS WITH CURRICULUM 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 	

		 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	Links with:History – MLK, 'I have a dream'	Mutual respect for one another when
	dance	English – power of speech	working and
Week 1	Introduction of	Drama – expressive skills	performing in
	the idea of	RE – human rights	groups, being an
	freedom, E of E		audience member.
	themes explored	IDEALTIEV	Democracy – making
	through street	IDENTIFY You thomas stules and movements used within the	informed decisions
	dance	Key themes, styles and movements used within the professional work.	and opinions,
Week 2	Creative task:	Identify the theme of freedom within the piece and its	accepting the
	Explore the idea	meaning (in general) and how we can link this to movement –	opinions and
	of freedom	creating movement form a stimulus.	decisions of others.
	through		
	movement, read Nelson	EXPLORE	Rule of law – understanding how
	Mandela's 'I	Key ideas and themes explored within E of E (GCSE set work), explore the NM speech and the idea of freedom presented	the law has changed
	have a dream'	within it. Explore movement which resembles freedom,	and developed in
	for inspiration	breaking free, peace and the idea of confinement, separation	relation to the
Week 3	Learn set	and being trapped. Explore key movements of sequences	subjects studied in
	material	that feature in E of E	this unit of dance.
Week 4	Develop set	CDEATE & ADDLY	Individual liberty –
	material using the Action,	The background knowledge and understanding to key	creative and
	Space &	movements. Create movements, positions and short	personal judgement
	dynamics in	sequences based on E of E and themes/idea presented in NM	
	relation to	speech	Tolerance – be open
	freedom		and respectful of
Week 5	Assessment		other opinions and creative freedom
144 l. C	rehearsal	MAKING LINKS	creative freedom
Week 6	Assessment	GCSE & BTEC Dance require professional works to be studied & researched in order for repertoire to be learnt of	Gaining confidence
		choreography to be created inspired by original movement.	to work with others
		Historical content in relation to Nelson Mandela, segregation	practically,
		and freedom. Social and cultural links and influences to NM	communicating
		speech and how this has changed over time – some these	effectively,
		ideas or presented and shown in E of E	developing communication and
		ANALYSE	personal skills,
		Key themes within E of E and how they link to NM speech,	research and
		how are these ideas/themes portrayed through	investigative skills
		movement/set/lighting/costume/accompaniment.	will start to be
		How does the movement show the idea of freedom – does	developed. These
		the music aid this idea?	could support jobs
		LINKS WITH CURRICHLUM	in areas such as marketing, public
		INKS WITH CURRICULUM Produce creative work	relations, human
		- Froduce creative work	resources,
		•	

		 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 	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.
TERM 4	TOPIC: Era of	Links with:	Mutual respect for
14/2 als 4	rock & roll	Music – rock and roll era, history, beats and rhythms	one another when
Week 1	Explore the rock and roll era –	IDENTIFY	working and performing in
	music & dance	Key skills and techniques used within rock and roll dance,	groups, being an
Week 2	Basic rock & roll	genre of music appropriate for this dance style and artists or	audience member.
	movements –	choreographers that used or performed in this style.	
	why is I classed		Individual liberty –
Mack 2	as social dance?	EXPLORE You may amonts and sequences, music/artist sheless, use of	creative and personal judgement
Week 3	Set sequence – develop using	Key movements and sequences, music/artist choices, use of rhythm and dynamics.	personal judgement
	space &	Triyerin and dynamics.	Tolerance – be open
	dynamics	CREATE & APPLY	and respectful of
Week 4	Creative task –	Apply knowledge and understanding of the era and style to	other opinions and
	add a short	the movement phrases taught and learnt.	creative freedom
	sequence of	Apply a range of developments to the sequences to create individual pieces.	Gaining confidence
	your own to the set material	Create own movements or short sequences within the given	to work with others
Week 5	Assessment	style.	practically,
	rehearsal		communicating
Week 6	Assessment	MAKING LINKS	effectively,
		Music – historical, genres, use of rhythm, famous artists.	developing communication and
		ANALYSE	personal skills,
		Dynamics used, social, historical and cultural influences and	research and
		context. Footwork and contact work used – partner work and	investigative skills
		how rock and roll became almost a competitive sport.	will start to be
		LINKS WITH CURRICULUM	developed. These could support jobs
		Produce creative work	in areas such as
		Evaluate and analyse existing work	marketing, public
		Learn and understand basic dance terminology	relations, human
			resources,
			education, law,

- 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

health care and the performing arts industry

Problem solving – working with numbers, pathways, dynamics 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 5	TOPIC: Flash
	mob
Week 1	Introduction to
	flash mob – our
	version 'big
	dance'
Week 2	Learn set
	material
Week 3	Learn set
	material
Week 4	Learn set
	material
Week 5	Learn set
	material

Links with:

- RE charity & sacrifice
- PE performed on sports day

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. Identifying key stylistic qualities within the flash mob and the specific performance skills that accompany them.

EXPLORING

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

CREATING & APPLYING

Applying knowledge and understanding of different dance style and techniques. Applying performance skills ad stylistic qualities to the performance

MAKING LINKS

School values, charitable events, wider community, social context

ANALYSING

Fusion of styles, differences between styles, the impact of a large-scale event. Individual and group progress, overall impact

Mutual respect for one another when working and performing in groups, being an audience member.

Respect for charitable causes – understanding why charity evets take place and how these can help those foundations.

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

LINKS TO CURRICULUM

- 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

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, pathways, patterns and various dance styles.

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 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	*Key Skills/Subject Links	*Career links & BV
Week 1	development Introduction to dance	IDENTIFY	Mutual respect for
VVCCK 1	technique	Key skills – physical, technical & expressive (linked	one another when
Week 2	Technique exercise –	to GCSE & BTEC courses)	working and
TOOK I	center	What is an effective warm-up/cool down, treating	performing in groups,
Week 3	Technique exercises –	an injury, developing skills and techniques, basics of	being an audience
	corner	technique and how they underpin your	member.
Week 4	Technique exercises –	progression?	
	Cunningham		Individual liberty –
Week 5	Technique exercises –	EXPLORE	creative and personal
	sequences	A variety of basic exercises to improve technique,	judgement
Week 6	Assessment rehearsal	physical skills and expressive skills. Explore static	
Week 7	Assessment	and travelling sequences as well as cardio,	Tolerance – be open
		endurance and flexibility exercises.	and respectful of
			other opinions and
		CREATE & APPLY	creative freedom
		Create suitable exercises of your own designed to	
		progress and improve your skills & technique. Apply	Gaining confidence to
		these skills in short sequences.	work with others
		MAKING LINKS	practically,
		Links with PE – appropriate warm-ups/cool	communicating effectively,
		down/injury prevention/treatment. Skills and	developing
		techniques learnt will underpin the foundations for	communication and
		other styles and techniques studied throughout the	personal skills,
		year	research and
		GCSE & BTEC Dance require professional works &	investigative skills will
		techniques to be studied & researched for a	start to be developed.
		repertoire to be learnt of choreography to be	These could support
		created inspired by original movement.	jobs in areas such as
			marketing, public
		ANALYSE	relations, human
		Own progression and ability throughout the term,	resources, education,
		different skills and techniques essential to the	law, health care and
		performance	the performing arts
			industry
		LINKS WITH CURRICULUM	
		Produce creative work	Problem solving –
		Evaluate and analyse existing work	working with
		Learn and understand basic dance	numbers, pathways,
		terminology	patterns and various
		Perform, watch and review pieces relevant	dance styles.
		to the style across a range of historical	Working as an
		periods and the development of styles	individual and as part
		Ability to rehearse independently Marking an individual progress.	of a team – some
		Working on individual progress Typic and different tools in your force of the second	tasks will be
		Explore different techniques/ exercises Develop competence and confidence in	independently led
		Develop competence and confidence in tachnique, physical skills and expressive	and some will require
		technique, physical skills and expressive skills	group work. Effective
			communication and
		 Develop knowledge and understanding of the historical influences. 	effort should be seen
		Remain physically active for a sustained	in both instances.
		period of time	
		period of tillle	

TERM 2	TOPIC: contemporary dance – Matthew Bourne	IDENTIFY Key themes, links to traditional ballet, movements and styles of dance, technical and expressive skills	Mutual respect for one another when working and
Week 1	Introduction to Matthew Bourne & professional work (red shoes – swimming pool section)	needed within the performance (links to GCSE & BTEC Spec) EXPLORE	performing in groups, being an audience member.
Week 2	Analysing material, identifying key skills	Different styles of dance, characterization, use of prop and pedestrian movement, technical and	Respect for the professional work,
Week 3	Learning set repertoire	expressive skills needed within the performance	choreographer and
Week 4	Creating material around set theme	(links to GCSE & BTEC spec)	the pieces influences - social, cultural and
Week 5 Week 6	Assessment rehearsal Assessment	CREATE & APPLY Apply technical skills to set repertoire and own	historical.
		choreography, applying performance skills to choreography – becoming a character and embodying the dance style	Individual liberty – creative and personal judgement
		MAKING LINKS Drama - Becoming a character, facial expressions, body language, use of pedestrian movement	Tolerance – be open and respectful of other opinions and creative freedom
		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.	Gaining confidence to work with others practically,
		ANALYSE	effectively,
		Professional work – movement, themes, background information, influences, choreographer, costumes, set, lighting and	developing communication and personal skills,
		accompaniment (links to GCSE & BTEC spec) Own progression & ability, strengths and	research and investigative skills will
		weaknesses – how to improve. Physical and	start to be developed.
		expressive skills needed – strengths and	These could support
		weaknesses, how to improve, the importance of rehearsal. (links to BTEC spec)	jobs in areas such as marketing, public
		LINKS WITH CURRICULUM	relations, human resources, education,
		Produce creative work	law, health care and
		Evaluate and analyse existing workLearn and understand basic dance	the performing arts industry
		 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 	Problem solving – working with numbers, pathways, patterns and various dance styles.
		 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 	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

		Davida de la la de la de la de	offort should be seen
		 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	Mutual respect for one another when working and
Week 1	Analyse and explore street dance through 'some like it hip hop'	& techniques used to create the performance piece as a whole	performing in groups, being an audience member.
Week 2	Creating key movements	EXPLORE	
Week 3 Week 4	Learn set material Develop set material – using ASDR and by adding own key movements	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	Respect for the professional work, choreographer and the pieces influences – social, cultural and
Week 5	Assessment rehearsal	complex movements, physical fitness and	historical.
Week 6	Assessment	expectations of the performers. Learn set material from the professional work, explore key ideas/themes throughout own choreography (links with GCSE & BTEC spec)	Individual liberty – creative and personal judgement
		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,	Tolerance – be open and respectful of other opinions and creative freedom
		enjoyable and entertaining piece. (links with GCSE & BTEC spec)	Gaining confidence to work with others practically,
		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.	communicating effectively, developing communication and personal skills, research and
		ANALYSE	investigative skills will
		Professional work – themes, dance styles,	start to be developed.
		characters, movement, and accompaniment. Own and group progression, strengths and weaknesses	These could support jobs in areas such as marketing, public
		LINKS WITH CURRICULUM	relations, human
		Produce creative work	resources, education,
		 Evaluate and analyse existing work Learn and understand basic street/hip hop dance terminology 	law, health care and the performing arts industry
		 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 	Problem solving – working with numbers, pathways, patterns and various dance styles. Working as an individual and as part of a team – some tasks will be

		 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 	independently led and some will require group work. Effective communication and effort should be seen in both instances.
TERM 4	TOPIC: professional repertoire – 5 Soldiers	IDENTIFY Key ideas and themes, influences and creative	Mutual respect for one another when
Week 1	Analyse and explore key themes and creative process	process of the piece, appropriate target audience – could this be theatre in education? What is theatre in education. Characters seen, who are they, why	working and performing in groups, being an audience
Week 2	Explore key movements and repertoire	are they there, can you see a change in the characters throughout the piece. (links to GCSE &	member.
Week 3	Develop existing repertoire using ASDR	BTEC spec)	Respect for the professional work,
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	choreographer and the pieces influences – social, cultural and historical.
Week 5	Assessment rehearsal	through the movement and their expression,	
Week 6	Assessment	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)	Individual liberty – creative and personal judgement
		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. 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 ANALYSE Professional work – themes, movement choices, styles, influences, choreographic process, accompaniment, set, lighting and costume. Own	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, pathways, patterns and various dance styles.

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

LINKS WITH CURRICULUM

- 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

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: Leadership skills	
Week 1	Introduction and	
	exploration of leadership	
	skills – general and	
	within dance	
Week 2	Classroom management	
Week 3	Lesson planning	
Week 4	Creating activities	
Week 5	Week 5 Delivering a lesson	

IDENTIFY

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.

EXPLORE

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

CREATE & APPLY

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.

MAKING LINKS

Mutual respect for one another 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.

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.

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.

LINKS WITH CURRICULUM

- 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

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, pathways, patterns and various dance styles.

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 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			