



Why study Dance - Studying dance develops creativity, teamwork, confidence, critical thinking, self-discipline, physical health and the ability to work collaboratively. Develops soft skills – communication, problem solving, leadership etc – transferable skills to other environments.

Aims - To develop each student in the reasons stated above.

Rationale for how the curriculum has been sequenced in Dance

To introduce students to dance gradually whilst building and extending their knowledge of professional dance works and practitioners in a practical way. To develop each student to appreciate and analyse performance work and choreograph and respond to stimuli. Students gain more independence on how they structure their dance work throughout KS3 as they fill their “dance toolbox”.

Year 7 topics chosen to give a foundation to dance

Autumn term will be aim to introduce students to dance movement and different ways to move the body through exploration. Students will learn to select and refine movement based around the 5 body actions. This will give them a basic “dance toolbox” to support them throughout the rest of year 7.

Spring term introduces the students to professional dance works. We introduce students to appreciation skills where they watch and analyse dance. We then transfer this to learning and performing practical work using the professional work as a starting point. Students are able to be analytical about dance and use some basic dance terminology to describe and justify dance.

Summer term builds upon their dance knowledge and introduces them to 2 different styles and ways of moving. Students look at the cultural aspects of both styles and demonstrate understanding of why they were created and how they are performed. Students will have the tools to describe and justify from the previous topic and will be able to consolidate by the end of year 7.

Year 8 Autumn term 1 introduces students to a professional practitioner. Students study the technical aspects of his method and learn to choreograph based on the “chance” method. This topic gives students more technical dance phrases (more movement vocabulary) and allows them to discover a different method of choreographing.

Year 8 Spring term looks at another professional dance work. We build upon students’ appreciation skills where they watch and analyse dance. We then transfer this to learning and performing practical work using the professional work as a starting point. Students are able to be analytical about dance and use some basic dance terminology to describe and justify dance. Students are introduced on how to work safely with a prop in dance – car tyres.

Year 8 Summer term introduces students to another dance style. Students workshop the styles break, tutting and street and use their knowledge of choreography to present the material in their own way.

Year 9 Autumn term introduces students to another style Physical Theatre and we explore contact and how to perform movements with a partner safely. Students learn a range of trust exercises and work collaboratively and in close proximity to one another.

Year 9 Spring adds further to their choreography knowledge using more complex dance terminology used in KS4. Students learn the ingredients of dance choreography including how dance is created. Students apply their knowledge of dance throughout KS3 when exploring choreography and choreographic devices.

Year 9 Summer term consolidates learning of KS3 in a PCA challenge. Students should be able to use their knowledge learnt through performance, choreography and appreciation to create something new in response to a brief.

Assessment – Students will be assessed on their performance, choreography and appreciation. Students in year 7 and 8 will be assessed at the end of each half term on their performance and choreography. Students will be assessed for their appreciation of dance in one written appreciation assessment and one verbal appreciation assessment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Dance Toolbox	Nutcracker!	Lindy Hop	Matilda	Dance Tek Warriors	Swansong
	Students introduced to the foundations of dance through the 5 body actions.	Students introduced to professional dance repertoire where they will learn to appreciate and analyse dance.	Students introduced to a new dance style and partner work. Students will explore contact and lifts.	Students introduced to musical theatre.	Students introduced to other dance/movement styles “break dance” and “Capoeira”. Students to appreciate a martial art style and the historical context.	Students explore using a prop in dance through the themes of bullying.
Assess	Performance Choreography	Performance Appreciation written	Performance Choreography	Performance choreography	Performance Choreography Appreciation verbal	Performance Choreography
	<p>Physical skills and attributes (What) actions, balance, coordination, control, isolation</p> <p>Technical skills (How) accuracy of action, timing, dynamic, spatial content, physical relationship to other dancers</p> <p>Mental skills and attributes commitment, concentration, rehearsal discipline, response to Feedback</p> <p>Expressive skills use of focus, spatial awareness, facial expression, interpretation and communication of mood</p> <p>Safe working practices including safe execution, appropriate dancewear, effective warming up and cooling down</p> <p>Have knowledge and understanding of: the elements of dance: action, dynamics, space, relationships Choreographic devices: repetition, transitions, unison, canon</p>					

	<p>Structuring devices: beginning, middle and end different starting points</p> <p>Through the application of knowledge, skills and understanding demonstrate the ability to</p> <ul style="list-style-type: none"> • respond to a stimulus or stimuli • refine ideas • Communicate mood • generate movement material <p>Students should be able to appreciate their own dances through describing, evaluating and reflecting. Students should appreciate professional works through describing, evaluating and reflecting.</p>					
Year 8	Chance	Hunger Games	The Car Man	The Car Man Cont	Banksy	Urban Dance and Tik Tok
	Students introduced to a dance practitioner and ways movement material can be choreographed in a different way, the “chance” method. Students to reproduce technical dance phrases with accuracy.	Students use the topic as a stimulus to create dance material specific to a chosen district.	Students introduced to an additional professional work to analyse and appreciate.	Students use this work to introduce a prop in to their dance material.	Students explore how to create dance using a visual stimulus.	Students to learn the key fundamentals of a new dance style. Students to apply key features of this style to learn and perform “Tik Toks” demonstrating accuracy.
Assess	Performance Choreography	Performance choreography	Performance Choreography	Performance Appreciation written	Performance Choreography Appreciation verbal	Performance Choreography
	<p>Physical skills and attributes (What) actions, balance, coordination, control, strength, Isolation</p> <p>Technical skills (How) accuracy of action, timing, dynamic, rhythmic and spatial content, physical relationship to other dancers</p> <p>Mental skills and attributes commitment, concentration, confidence, rehearsal discipline, response to feedback, capacity to improve (what do I need to do in order to get better)</p> <p>Expressive skills use of focus, spatial awareness, facial expression, interpretation and communication of mood and/or meaning</p> <p>Safe working practices including safe execution, appropriate dancewear, effective warming up and cooling down,</p> <p>the elements of dance: action, dynamics, space, relationships,</p>					

	<p>Choreographic devices: repetition complementary, contrast, transitions, manipulation of number, unison, canon</p> <p>Structuring devices: beginning, middle, end, narrative,</p> <p>Through the application of knowledge, skills and understanding demonstrate the ability to</p> <ul style="list-style-type: none"> • respond to a stimulus or stimuli • refine and ideas <p>Communicate meaning Students should be able to:</p> <ul style="list-style-type: none"> • appreciate own dances through describing, evaluating and reflecting • appreciate professional works through describing, evaluating and reflecting • use appropriate dance terminology • communicate about performing skills 		
Year 9	Physical theatre	Ingredients of dance	PCA Challenge
	Students introduced to contact work with a partner. Trust and counterbalance exercises explored.	Students introduced to dance stimuli and where ideas for dance come from. Students to explore auditory, Kinaesthetic and visual stimuli to choreograph dance material.	Students are presented with a challenge to choreograph and create their own performance consolidating their learning across KS3. Students will look at roles and responsibilities of making a dance performance (5 soldiers) and will have an optional appreciation assessment should this be their area of strength.
Assess	Performance Choreography	Performance Choreography Appreciation	Performance Choreography
	<p>Physical skills and attributes (What) including actions, posture, balance, coordination, control, strength, stamina, isolation</p> <p>Technical skills (How) accuracy of action, timing, dynamic, rhythmic and spatial content, the reproduction of movement in a stylistically accurate way (professional works) physical relationship to other dancers</p> <p>Mental skills and attributes commitment, concentration, confidence, movement memory, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve</p> <p>Expressive skills including projection, use of focus, spatial awareness, phrasing, facial expression, interpretation and communication of mood and/or meaning and/or intention, sensitivity to other dancers</p> <p>Safe working practices including safe execution, appropriate dancewear, effective warming up and cooling down</p> <p>Have knowledge and understanding of: the elements of dance: action, dynamics, space, relationships</p> <p>Choreographic processes: including research, selection, development, structuring, refining</p>		

Choreographic devices: including motif and development, repetition, contrast, transitions, climax, manipulation of number, unison, canon

Structuring devices: including binary, ternary , narrative, different stimuli and aural settings

Through the application of knowledge, skills and understanding demonstrate the ability to

- respond creatively to a stimulus or stimuli
- refine ideas
- generate, select, develop and structure movement material
- select and use appropriate aural settings
- communicate choreographic intention
- be wholly responsible for the creation of a complete dance which includes movement material and an aural setting

Students should be able to:

- use appropriate dance terminology
- appreciate different features of styles of dance
- communicate in written contexts about performing skills
- appreciate own dances through describing, analysing, evaluating and reflecting
- appreciate professional works through describing, analysing, evaluating and reflecting