

Year 7	Autumn Term	Spring Term	Summer Term
Topic	Introduction to Dance	Characterisation and storytelling in dance	Dance styles- Bhangra
Key Learning & Skills	<p>Rotation 1</p> <ul style="list-style-type: none"> • Introduction to dance: warm up, why is it important? – different stages of a warm up and how to ensure safe dance practice. • 5 basic dance actions <p>Skills covered: gesture, jump, turn, balance, travel.</p> <p>CAREERS LINK: Health and fitness trainers- PT's, sporting professionals</p>	<p>Rotation 2</p> <ul style="list-style-type: none"> • Exploring characterisation through dance, theme of Matilda. • Students to learn set motif and to then develop their own group choreography. <p>Skills covered: start and end pose, canon, unison, formation and levels.</p> <p>CAREERS LINK: Performers: life of a performer on stage</p>	<p>Rotation 3</p> <ul style="list-style-type: none"> • Introduction to dance styles. • Bhangra focuses on dancing as a whole class and learning a set routine that can be developed. <p>Skills covered: timing, energy, focus, movement memory, manipulation of number, formation and levels.</p> <p>CAREERS LINK: Costume designers: how this links to performances in general with the focus of how to produce a bhangra style costume.</p>
End points	<ul style="list-style-type: none"> • Students will have an understanding of the concept of the warm up, be able to prepare and deliver their own safely. • Will be able to accurately perform a phrase including the 5 basic dance actions and choreograph an end pose and understand the importance of this. 	<ul style="list-style-type: none"> • Students have made further development in regard to the 5 basic dance actions with a focus on the 5 jumps. • They start to broaden their choreographic knowledge with an emphasis on canon and unison as well as incorporating the knowledge of characterisation. • This is demonstration through the performance of a piece of repertoire from Matilda the musical. • Students do not only gain knowledge of new terminology but the understanding of how it should be used to benefit the performers and 	<ul style="list-style-type: none"> • Students will now have developed an understanding of a dance style, how this was developed over time and why. • This has a focus to begin with on working as a class group, then breaking off into smaller groups for choreography however using material they have already been given. • The sequence learnt is performed as a class based on a set piece and skills covered are needed in order for it to be performed accurately. • Students are introduced further to the importance of relationship between dance

		the audience. This covers performance and appreciation.	and music, this enhances their understanding of musicality.
Informal (formative) Assessment	Questioning and Recall, Exit Tickets, Mini Quizzes, Peer/Self feedback opportunities.	Questioning and Recall, Exit Tickets, Mini Quizzes, Peer/Self feedback opportunities.	Questioning and Recall, Exit Tickets, Mini Quizzes, Peer/Self feedback opportunities.
Formal (summative) Assessment	Students marked on choreography, performance and appreciation of dance. /15	Students marked on choreography, performance and appreciation of dance. /15	Students marked on choreography, performance and appreciation of dance. /15

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Year 8	Autumn Term	Spring Term	Spring Term	Summer Term
Topic	Gangs	Break Dance OR	Illusions	Dance with a Theme
Key Learning & Skills	<p>Rotation 1 Exploring themes/genre through dance.</p> <ul style="list-style-type: none"> Looking at Gangs explore gang culture. Working together as a gang in unison TEACHER LED Showing battle in two gangs in canon and moments of unison. TEACHER LED. Link to musical WSS and Romeo and Juliet Duet work-assisted lifts in motion with an entrance and an exit. demonstrations given. 	<p>Rotation 2 Introduction to dance styles</p> <ul style="list-style-type: none"> Break dance focuses on individual technical development. Students learn 4 key movements through scaffolding, This is then choreographed into a group dance that students create themselves. <p>Skills covered: attitude, energy and focus.</p> <p>CAREERS LINK:</p>	<p>Rotation 2 Exploring partner work in dance.</p> <ul style="list-style-type: none"> Working with a partner/in small groups, students are to develop their partner work and collaboration in dance through mirror dance. Students to learn a set phrase following to a set piece of music. Students to then explore their own choreography in relation to the theme. <p>Skills covered: Relationships, collaboration, characterisation through dance.</p>	<p>Rotation 3 Exploring themes/genre through dance.</p> <ul style="list-style-type: none"> Looking at the theme of Michael Jackson's Thriller, telling a story through dance. Students observe and analyse the pop video and look at dynamics of the zombies. Students learn a set chorus phrase to the music Choreograph a solo introduction as the character of a zombie. <p>Skills covered: Dynamics, characterisation through dance, timing.</p> <p>CAREERS LINK:</p> <p>https://www.youtube.com/watch?v=wxnUqcK4ek4</p> <p>students to look at the career of a makeup artist (prosthetic). Use link for students to watch and see how masks are created, body paint is used. Link back to movies. Talk about how make up artists are developing, moving to the stage rather than film sets.</p>

	<ul style="list-style-type: none"> Students to take these demonstrations and create the short piece of choreography with a clear structure <p>Study how musicals have themes. Further study of gangs in Grease, West Side Story. H/W tasks</p> <p>CAREERS LINK: Social worker/police: understanding of gangs in society, their impact on crime, how this is constantly evolving.</p>	<p>Early stages of performing in the streets and how this develops into a sustainable career, links to busking, successful artists beginning their careers on the street. Ed Sheeran</p>	<p>CAREERS LINK:</p> <p>Artists: how they create illusions with pieces of art of sculpture images to be shown.</p> <p>Stunt men: how they can create illusions in their movement, videos to be shown.</p>	
<p>End points</p>	<ul style="list-style-type: none"> All students will learn how to perform a sequence accurately as a class in unison using performance skills. This develops with students understanding how to develop the theme further by a change narrative. Safety is explored and demonstrated through the use of assisted lifts. 	<ul style="list-style-type: none"> Students to be able to take 4 basic movements and choreograph these into a sequence based on ability through scaffolded delivery. Students develop further choreography skills, gives the opportunity for students to demonstrate their own skills 	<ul style="list-style-type: none"> Students will demonstrate how to work as a pair, collaborating and showing understanding of another person's movement. Being able to develop a relationship with their partner, this is shown in the accuracy of their performance. This is demonstrated in the accuracy of a teacher led sequence and their own choreography following on from this. 	<ul style="list-style-type: none"> Students learn about characterisation by playing moulding games with a partner. They will be able to create what they interpret a zombie to look like and move like. Students will be able to demonstrate an understanding of dynamics through observation and the performance of a set sequence. They will be able to observe a dancer's movements and describe HOW that dancer is moving from a list of terminology. Students will learn and perform accurately a piece of repertoire from thriller, then choreograph a sequence leading up to this demonstrating the theme of zombies.

		Infront of an audience.		
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Year 9	Autumn Term	Spring Term	Summer Term
Topic	Peaky Blinders	Props Choreography	Contact Work
Key Learning & Skills	<p>Rotation 1 Students to study the concepts of war, loss and struggle through the theme of Peaky Blinders. Students will look at the after effects of war such as nightmares, PTSD, flashbacks and insomnia.</p> <ul style="list-style-type: none"> Students to analyse Rambert’s adaptation of Peaky Blinders, learning choreography from the professional work. Students to then explore their own choreography in smaller groups. <p>Skills covered: movement memory, rehearsal discipline, relationships, understanding of a theme/stimulus.</p> <p>CAREERS LINK: Career of a male ballet dancer, one leg man.</p>	<p>Rotation 2 Props choreography incorporating themes.</p> <ul style="list-style-type: none"> Students analyse Christopher Bruce’s Swan song and the use of the chair Students are given a chair to choreograph a piece with. They must use the chair as the basis of symbolism within their piece. <p>Skills covered: (Using the chair) on, move the chair, over, under, around.</p> <p>CAREERS LINK: Props designer: how they work with other stage designers, performers and the importance of design of that prop.</p>	<p>Rotation 3 Working in duets/trios to create contact choreography.</p> <ul style="list-style-type: none"> Students will look at a combination of learning and creating a duet or trio focusing on building mental skills and including previous choreographic skills including contact through scaffolding. <p>Skills covered: Mental skills Commitment, concentration, confidence, movement memory, systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback and capacity to improve.</p> <p>CAREERS LINK: Circus performer: Cirque de soleil clips, discussing danger, safety, risk of working with a partner on equipment.</p>

End points	<ul style="list-style-type: none"> • Students to learn about Rambert dance company history and how it links to the Peaky Blinders. • Students to learn set sequence from the professional work through teacher led lessons and video reference. • Students to explore their own choreography through picking a character and developing whole class solos/duets. • Students to understand terminology related to war and make links to dance/how they can portray this to the audience. 	<ul style="list-style-type: none"> • Students learn about swansong by Christopher Bruce (GCSE set work) • Explore manipulation through movement and communication through movement. • Students will be able to use a prop as a main stimulus for choreography with the support of suggested dance actions using their prop. Have the opportunity to explore a theme in relation to the prop. 	<ul style="list-style-type: none"> • How to safely execute a life with a partner • Building on trust, safety, communication and that these skills are fundamental in creating a contact-based piece of choreography.
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