



Dance 2024-2025

I N D E P E N D E N C E

KNOWLEDGE / LITERACY / NUMERACY / ORACY / AGENCY

CONTENT / TOPICS / CONCEPTS

VOCABULARY

SKILLS

ASSESSMENT

Year 7

Term 1 and 2: Intro to dance

Superheroes—6 lessons
The intent of this unit is to introduce our new year 7's to the basic skills of dance that they will continue to implement and master all the way through to KS4 (ASDR)
Stimulus—6 lesson
The intent behind this unit is to introduce the students to the term stimuli and for them to be able to understand in basic terms what this means. Learn to describe peers work in relation to Action, Space and Dynamics .

Term 3 and 4: African Workshop—6 Lessons

Capoeira—6 Lessons
Alongside their skill development, students get to have a taster of two different dance styles from around the world. The styles are purposefully contrasting and all develop an understanding and appreciation of cultures from a range of countries

Term 5 and 6 : Choreography - 5 lessons (Greatest Showman)-The intent of this unit is to continue developing and reinforcing the basic performance and choreography skills and how to use them effectively. It also introduces the learners to dance practitioners and how to use someone else's style to influence your movement choices

Canon Spatial Awareness Timing Balance Posture
Unison Transitions Control Costume Flexibility
Dynamics Alignment Focus Strength Floor/Air Pattern

Pupils will develop physically and this will be identified through data collection. Pupils will understand basic terminology and include the vocabulary into their own creative processes and analysis of their own works.
Students will develop in confidence and be introduced to performing to an audience at the earliest possible opportunity. Pupils to develop choreographic skills and creative thinking skills.
Pupils to gain a strong awareness of H&S practices and professional work appreciation.

KS3—Filmed practical assessment to measure: Choreographic Skills & Performance Skills:

Display book evidence of research, vocabulary and appreciation, Vocabulary Tests, Glossary of Terminology & Capability/ Development records.

Pupils are assessed 3 times per year and each subject element is assessed twice within that time. The assessment will be either Formative and /or Summative in its approach and pupils are assessed using the new 2021/2022 Dance Criteria.

Year 8

Term 1/2: British Values—Black History / Diversity / Refugee Workshop based activities —5 lessons
Safe Practice and mental skills – Workshop
The content of this unit is designed to allow students to develop technical skills as well as knowledge and understanding of dance through performance and the ability to link a performance to a historical event.

Term 3 and 4 :Choreography GBDO—5 Lessons
The intent behind this unit is to introduce the students to the term stimuli and for them to be able to understand in basic terms what this means. Students will have incorporated a stimuli into all of their schemes previously but will not have known this specific terminology . They will also be recapping and developing their knowledge of Capoeira/African dance, taught in year 7, together with the use of performance and choreography skills to put their pieces together .

Term 5 and 6: Parkour -6 Lessons
The intent if this unit is to explore the outdoors/ different setting— developing an understanding of

Phrasing Cardiovascular Structure—Episodic/Binary/ Ternary Genre Lactic Acid

Contact Work / Contemporary

Projection Oxygenation

Refugee Static and Dynamic Exercise

Unison Complexity + Year 7 Vocab

Term 1 and 2:Baseline assessment-Mental Skills, Safe Practice, technical skills.-6 Weeks –
The content of this unit is designed to allow students to develop technical and expressive skills as well as knowledge and understanding of dance through performance , choreography and critical appreciation of dance .
Fitness Related Dance—5 Lesson

Term 3 and 4: Choreography, Motif development GBDO- This unit intends to firstly reinforce the students' knowledge and understanding of the term 'stimuli' as this is a key element to the exam unit in KS4. It also intends to develop their choreography skills as pupils will be asked to extend a motif taught by their teacher which links to a stimuli. Students will engage in discussions regarding their movement choices and will be asked to justify how they link/represent the theme.

Term 5 and 6: Choreography and intro to GCSE Dance ,A Linha Curva, Motif task-The intent of this unit is to focus on the student's development of performance skills and their technique of different dance styles. Usually, in younger years students are taught to do this through exciting topics such as the hunger games to enable engagement from all pupils. During this unit students will be taken 'back to basics' to really concentrate on the application of their dance technique. Their understanding of performance and choreography skills will be enhanced and students will also be introduced to more complex skills that they would not

Choreographic Device Motif & Motif Development
Visualisation, Call and Response ,Counter point, ASDR. +Year 7 & 8

Year 9

Year 10 GCSE

Term 1: Performance Breathe, Shift and Whole Group Dance based on E of E. Developing overall dance technique including: flexibility, agility, strength, balance and presentation. @ Completion of a skills audit to monitor the learners' skill level and progression. Experimenting with a variety of styles including: ballet, contemporary, street, commercial and jazz.

Term 2: Performance Skills, written work and practical work based on WHE. As per spec. (working form a brief, breaking down and analysing requirements of the brief.

Term 3: Breathe, Shift and Shadows– As per Spec

Term 4: Group Dance and written mock exam on E of E, Within her Eyes and Shadows.– As per spec-GBDO-This unit intends to firstly reinforce the students' knowledge and understanding of the chorographic process

Term 5: 1st draft group dances—Exploring a range of contemporary dance pieces , looking at key scenes and their context within the performance.

Term 6: Infra research

Physical Category Words

Technical Category Words

Mental Category words
(Performance and Process)

Expressive Category Words

Year
7,8 &9

Year 11 GCSE

Term 1—Set Phrase Clean Up and Duet/Trio
Half Term Intervention—Set Phrases assessment—Filming (labelling and assessing)

Term 2—Duet/Trio performance preparation and Choreographic Research for Homework.

Term 3 and 4—Choreography creation using HW from Term 2. Submission of all Practical Grades . .

Term 5— Revision for written examination
Each term one professional work explored as HW in full with all constituent features

P,T,M, E definitions and terms.

Analysis of Professional Words using the 9 categories of constituent features.

Structuring longer answers

Use a four stage analysis process. For creative interpretation.

Students will continue to develop from KS3 learning in Performance, Choreography, Appreciation and Health and Safety.

Pupil will become more fluid with the analysis of professional works and more confident using dance vocabulary in the correct context.
Pupils will continue to improve technical, expressive , mental and physical skills in a

KS4—Filmed Footage to measure Performance and Chorographical understanding and physical capabilities. Mock Examination papers, & Research /Analysis of their own and Professional Works to assess the development of understanding.

AQA mark schemes and Criteria are used as a measuring tool.

SIMs reports are developmental and should improve with each data collection as knowledge, understanding and practical awareness develops. Average development is two/three grades from Term 4 year 10 data collection to year 11 Term 4.

ATTITUDE

Understanding others, behaviour and attitudes, SMSC, PHSE

Students are expected to be constructive in their feedback, and accept others creative viewpoints. Students use the Rehearsal during process skills— such as: Mental Rehearsal, Rehearsal Discipline, Planning Skills, Respond well to Feedback and have the mental capacity to want to improve.

RESILIENCE

Character, personal Development, wellbeing and CIAG

Students physical and mental well being is supported through the teacher language, peer encouragement and self belief. Students are able to see personal goals and strive to exceed them. Students are individually challenged through movement, stamina , technical and expressive differentiation. Students are individually challenged in theoretical work through guided questioning, development of task and are expected to meet their individual goals through positive thinking and hard work.