



Dance Curriculum Map

<p>Why do we teach Dance?</p> <p>Dance is designed to inspire students to engage in physical activity that leads to lifelong participation, whilst understanding the importance to their health and social well-being.</p> <p>Students should feel that dance will enrich their lives and have pride in their own personal successes within lessons but also extra-curricular. As pupils progress, their understanding of dance will broaden, enabling them to have more access to practitioners, resources and how the subject can cross relate to other subjects within the curriculum.</p>	<p>How do we teach Dance? (Key concepts and skills)</p> <p>Students will understand:</p> <ul style="list-style-type: none">• The effectiveness of a warm up and cool down and what happens to the body if not done properly• Being able to feel confident with the work the group has produced and perform with pride• That dance is a diverse performing art/physical activity and can be performed by anyone• That dance is a performing art but can be mislaid for a physical activity and what the differences/similarities are
<p>What do we teach in Dance?</p> <p>Students will learn about:</p> <ul style="list-style-type: none">• Warm up and cool down• A variety of dance styles (hip hop, capoeira, haka)• Key devices to enhance a dance/performance <p>Know:</p> <ul style="list-style-type: none">• How to perform a dance with maturity• What a rehearsal is and how long it takes to create a dance• The stylistic features of each dance style studied• How to give feedback to others constructively• Professional practitioners and who they are <p>Be able to:</p> <ul style="list-style-type: none">• Use terminology and understand role of choreographer• Perform in groups with maturity and leadership skills• Refer to professionals work and understand styles of dance• Review work of self and others accurately and set targets• Problem solve using movement	<p>How is Dance personalised for our learners?</p> <p>Dance is a way of expressing one's self and encourages confidence and passion for the art form. Each student is given a variety of opportunities in various topics to develop their understanding of a range of styles that may or may not suit everyone. Students are encouraged to actively take part in other opportunities within school to further their passion, if so desired.</p> <p>Clubs are promoted to students regularly to engage them in a variety of skills and are also encouraged to engage with those that have carried on with dance from FHS.</p> <p>Such topics engage students further to understand local issues in the area such as; masculinity and culture.</p>



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Year 7	Autumn	Spring	Summer
Key content	Capoeira	Contemporary technique	Waka Waka /Spies
Key concepts & skills	<ul style="list-style-type: none"> ➤ Understanding protocol of dance studio. ➤ Safe jumps and rolls. ➤ Use of different levels. ➤ Team work for choreography. ➤ Introduction to formations and transitions. ➤ Energy in performance. 	<ul style="list-style-type: none"> ➤ Understanding origin of style and close link with ballet ➤ Leadership skills ➤ Collaboration ➤ Contemporary technique ➤ Workshop movement ➤ Contact improvisation and lifts 	<ul style="list-style-type: none"> ➤ Themed lessons based on above stimulus ➤ Working on motifs and structure and how to choreograph ➤ Working in groups to communicate theme ➤ Use of choreographic devices to enhance understanding of how to adapt
Summative Assessment	End of term performance of class section and choreographed section using a change of formation and transitions. Ongoing assessment through questioning and peer feedback.	Practical assessment of exercises learnt and perform	End of term performance of learnt choreography and own input. Peer feedback and ongoing verbal assessment
Builds on	KS2 Dance skills	Autumn term 1 skills	Spring topic and how to work together
Builds towards	Confidence in varying dance styles, choreography understanding of structure and knowledge of movement vocabulary.	Understanding of styles of dance	Build on independence and understanding of themes for year 8



Dance Curriculum Map

Year 8	Autumn 1	Spring 2	Summer 1
Key content	Gothic Horror	Dance in the media	Dance styles and technique
Key concepts & skills	<ul style="list-style-type: none"> ➤ Learning how to use a stimulus and create movement ➤ Using images and stories to draw out movement ➤ Creating still images and a narrative to tell the audience their story ➤ Working in groups to understand collaboration ➤ 	<ul style="list-style-type: none"> ➤ Looking at advertisements, action films, dance films and talent shows and analysing dance in the media ➤ Looking at how effective it is and creating our own 'dance in the media' pieces based on given scenarios ➤ How to choreograph and plan your own advert applying a variety of chosen choreographic skills 	<ul style="list-style-type: none"> ➤ Learning a variety of dance styles and to understand the origin ➤ Particular styles focused on: Contemporary, Locking, Popping, Jazz, Bollywood ➤ Working in small groups to create repertoire
Summative Assessment	Practical performance at end of half term showing story and feedback to peers	Practical performance demonstrating a final performance piece	Practical performance at end of term demonstrating chosen style
Builds on	Using imagery as a stimulus and independence	Dance in the media and what influences us daily	Year 7 styles
Builds towards	Understanding how to choreograph and will help with year 9	Dance for film and performance to feel confident	Build on understanding of what style is a preference



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Year 9	Autumn 1	Spring 2	Summer 1
Key content	Stimuli and themes Waiting room	Contact improvisation/technique	Who are practitioners in dance? What inspires choreographers to create performances? What skills can be developed and improved in dance?
Key concepts & skills	<ul style="list-style-type: none"> ➤ Stimulus based work on a waiting room and understanding how to use a prop ➤ Watching examples of pieces that use a chair as a prop and how they can be influenced by movement and formations ➤ Creating a narrative behind the waiting room performance 	<ul style="list-style-type: none"> ➤ General warm up and cool down understanding ➤ Fluidity and flow between contact movements ➤ Developing trust and commitment ➤ Choreographing to a theme and set style. DV8 company ➤ Fragmentation and addition-choreographic processes. 	<ul style="list-style-type: none"> ➤ Understanding of ideas/themes and where they come from ➤ Looking at Emancipation of Expressionism by Boy Blue ➤ Use and apply movement already known from street dance lessons in year 7 ➤ To build an understanding of emotions, styles, themes and how to use them in dance ➤ To set targets and improve on them throughout the term
Summative Assessment	End of term assessment and verbal assessment of feedback	End of term assessment and verbal assessment of safety rules.	Assessment of performance and skills developed
Builds on	Group work Confidence in creating choreography Knowledge of the choreographic devices and how to use them effectively	Duet work Confidence in performance. Higher level and more challenging movement. Knowledge of choreographic process and options.	Builds on: Knowledge of dance skills necessary. Dance knowledge
Builds towards	Preparation for KS4 and how to create choreography confidently	Contact work at KS4. Choreographic knowledge at KS4.	Self-assessment in KS4. Coursework style writing.