

# Key Stage 3: Dance Curriculum Map 2022-23

## Prior Learning:

At KS1 and 2 the aim was for students to:

All students should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Perform dances using simple movement patterns.

Students should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communication and collaborating with each other. They should develop an understanding of how to improve in different physical activities and how to evaluate and recognise their own success.

Perform dances using a range of movement patterns

Develop flexibility, strength, technique, control and balance.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Curriculum Intent:

Our Dance Curriculum aims to give students the opportunity to try new genres and styles of dance. To grow and share their passion for theatre whether that is on stage or behind the scenes. Students are able to develop skills, technique and confidence through lesson work and extra-curricular clubs. Students are given time to be creative and develop ideas to devise theatre. Students will work with different people both students and external practitioners in the hope that this will push their confidence and team skills. Through weekly structured lessons and extra-curricular clubs it is our aim to develop skills that not only support learning and development at KS4 but provide students with lifelong softer skills that support progress into college and the workplace and help improve social mobility.

**SMSC:** Students explore theatre practitioners and performances from various cultures and time periods. They will learn about the different themes and use these as their own stimuli. Students will discuss, reflect and give feedback on performances as well as give feedback on practical peer performances. Students are encouraged to support their answers giving reason.

**ORACY:** Developing Oracy through Dance is key. This is our main tool to discuss and share ideas. Students are given roles to encourage everyone to actively participate in discussions.

**LITERACY/NUMERACY/IT:** IT is used to support research tasks and evaluations. Literacy is used in every lesson with marking in the moment and oracy tasks.

## Year 7

	Autumn Term 1 7 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks

<b>Module Title</b>	<b>Introduction to Dance</b>	<b>Capoeira</b>	<b>Mission Impossible</b>	<b>African Dance</b>	<b>Zonation</b>	<b>Choreography</b>
<b>Learning Focus</b>	Students are introduced to basic Dance techniques used throughout the curriculum. Students will develop team building skills as well as oracy skills. Students will learn warm up and contemporary technique exercises. Students will reflect on their progress and evaluate their final performance.	Students to learn basic Capoeira movements and the history behind the style of dance. Students to develop a dance sequence using capoeira movements including dynamic and techniques. Students will reflect on their progress and evaluate their final performance.	Students will explore a story through dance. Students will be given small missions each week to complete they will use both drama skills and dance skills to tell a story recalling capoeira movement to support their choreography.	Students will learn African dance movement and link these to create a celebratory African dance performance.	Students will explore the dance company Zonation. They will watch and review one of their performances and then perform extracts from a chosen piece.	Students will use all prior learning of creative and dance techniques and implement them in a their own choreography. Students will be given a stimulus. Students are given the opportunity to develop their creative, Oracy and Leadership skills through this scheme.
<b>Careers Focus</b>	Links to careers – How body language and posture are important when meeting or addressing others.		Links to professional acting and production team- links to team building and leadership		Links to creative thinking, speaking and listening, planning and leading and taking ownership over their working.	
<b>Assessment</b>	1		2		3	
	Practical performance, peer feedback and evaluation		Practical performance, peer feedback and evaluation		Practical performance, peer feedback and evaluation	

<b>Year 8</b>						
	<b>Autumn Term 1 7 weeks</b>	<b>Autumn Term 2 7weeks</b>	<b>Spring Term 1 6 weeks</b>	<b>Spring Term 2 6 weeks</b>	<b>Summer Term 1 6 weeks</b>	<b>Summer Term 2 7 weeks</b>
<b>Module Title</b>	<b>Back to Basics</b>	<b>Christopher Bruce - Swansong</b>	<b>Indian Dance</b>	<b>5 Soldiers</b>	<b>E of E</b>	<b>Choreography</b>
<b>Learning Focus</b>	Students will recall prior knowledge from year 7 and	Students will explore the choreographer They will watch and	Students will look at Indian dance styles. They will look and	Students will look at the themes of the production. They	Students will recall previous knowledge from year 7 of Hip	Students will use all prior learning of creative and dance techniques and

	review their contemporary technique. What are their strengths and what needs improving.	review swansong and compare this style to what they have previously studied. Students will learn movement that include dancing with a prop or piece of set.	compare Bollywood and Kathak. Students will learn sequences of movement and then create their own motifs.	will look at the physicality of movement and acting to tell a story. Students will learn professional rep.	Hop. Students will review this dance performance and then workshop the different techniques used in the piece.	implement them in a their own choreography. Students will be given a stimulus. Students are given the opportunity to develop their creative, Oracy and Leadership skills through this scheme.
<b>Careers Focus</b>	Links to careers – How body language and posture are important when meeting or addressing others.		Students to work within groups to complete practical tasks. Students will have specific role and will need to reflect on how well they worked in that role and as part of a team.		Students will work towards deadlines. Students will look at the role of the Dancer and Director.	
<b>Assessment</b>	1		2		3	
	Practical performance, peer feedback and evaluation		Practical performance, peer feedback and evaluation		Practical performance, peer feedback and evaluation	
<b>Year 9</b>						
	<b>Autumn Term 1 7 weeks</b>	<b>Autumn Term 2 7weeks</b>	<b>Spring Term 1 6 weeks</b>	<b>Spring Term 2 6 weeks</b>	<b>Summer Term 1 6 weeks</b>	<b>Summer Term 2 7 weeks</b>
<b>Module Title</b>	<b>Skills and Technique</b>		<b>Professional Repertoire</b>		<b>Choreography</b>	
<b>Learning Focus</b>	Students will learn a set warm up and technique sequences to improve fitness, flexibility, technique and strength. Students will review their progress and set targets. Students will review their work through recorded workshops.		Students will learn a range of professional rep from different dance performances. They will learn about the choreographer and production. Students will look at the roles and responsibilities of a dancer and choreographer.		Students will use their knowledge of Dance styles, skills and techniques to choreograph solos, duets and group pieces to a given stimulus.	
<b>Careers Focus</b>	Students will work with theatre practitioners. Students will also work in a working theatre with technical designers/practitioners. Students will be responsible for their progress and meeting		Students will work as part of a team developing team building and leadership skills. Students will work towards a deadline. Students will approach sensitive themes and communicate these appropriately.		Students will work with theatre practitioners through online and physical workshops.	

	deadlines. Students will develop leadership skills.		
<b>Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>
	Practical Performance and skills analysis	Log book and performance	Performance