

Key Stage 3: Dance Curriculum Map 2023-24

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 skills that support progress into college and the workplace and help improve social mobility.

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 feedback on performances as well as give feedback on practical peer performances. Students are encouraged to support their answers giving reason.

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.

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	Spring Term	Summer Term
Module Title	Introduction to Dance Capoeira	Mission Impossible	Choreography

<p>Learning Focus</p>	<p>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.</p> <p>Students to learn basic Capoeira movements and the history behind the style of dance.</p> <p>Students to develop a dance sequence using capoeira movements including dynamic and techniques. Students will reflect on their progress and evaluate their final performance.</p>	<p>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.</p>	<p>Students will use all prior learning of creative and dance techniques and implement them in 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.</p>
<p>Careers Focus</p>	<p>Links to careers – How body language and posture are important when meeting or addressing others.</p>	<p>Links to professional acting and production team- links to team building and leadership</p>	<p>Links to creative thinking, speaking and listening, planning and leading and taking ownership over their working.</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Students will identify the fundamentals of contemporary dance, correct alignment, parallel and dance actions, • Travel • turn • elevation • gesture • stillness • use of different body parts • floor work • transfer of weight. 	<p>Students can recall drama and dance skills to create a narrative piece of dance recalling contemporary and capoeira movements such as</p> <ul style="list-style-type: none"> -Ginga - Meia-lua de Frente – kick inward Quebrada- rock with dodge to back Cocorinha - dodge to the ground Passé Pé- low kick around & back Negativa And spatial content <ul style="list-style-type: none"> • pathways • levels • directions • size of movement • patterns 	<p>Students can identify dance actions and apply these to a motif. Students can use choreographic devices to create a dance performance.</p> <ul style="list-style-type: none"> • Travel • turn • elevation • gesture • stillness • use of different body parts • floor work • transfer of weight. • motif and development • repetition • contrast • highlights

		<ul style="list-style-type: none"> • spatial design. 	<ul style="list-style-type: none"> • climax • manipulation of number • unison and canon.
	Practical performance, peer feedback and evaluation	Practical performance, peer feedback and evaluation	Practical performance, peer feedback and evaluation

Year 8			
	Autumn Term	Spring Term	Summer Term
Module Title	Christopher Bruce - Swansong	5 Soldiers	Zonation
Learning Focus	Students will explore the choreographer They will watch and 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.	Students will look at the themes of the production. They will look at the physicality of movement and acting to tell a story. Students will learn professional rep.	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 are given the opportunity to develop their creative, Oracy and Leadership skills through this scheme.

Careers Focus	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.
Assessment	<p>Students can identify the health and safety requirements of using a prop in dance. Students identify how different props can symbolise and support themes and ideas in performance and consider relationships</p> <ul style="list-style-type: none"> • lead and follow • mirroring • action and reaction • accumulation • complement and contrast • counterpoint • contact • formations. 	<p>Students will link characterisation to dance. Students can identify real life themes and ideas and how choreographic processes such as</p> <ul style="list-style-type: none"> • researching • improvising • generating • selecting • developing • structuring • refining and synthesising. <p>are used to create a dance narrative.</p>	<p>Students will identify the fundamentals of Hip Hop and can replicate professional rep. Top rocks, Fast Footwork, Back Rocks, Freezes and power moves.</p> <p>Students will identify and apply a range of dynamics to their choreography</p> <ul style="list-style-type: none"> • fast/slow • sudden/sustained • acceleration/deceleration • strong/light • direct/indirect • flowing/abrupt.
	Practical performance, peer feedback and evaluation	Practical performance, peer feedback and evaluation	Practical performance, peer feedback and evaluation

Year 9			
	Autumn Term	Spring Term	Summer Term
Module Title	E of E	Professional Rep	Choreography

Learning Focus	<p>Students will recall previous knowledge from year 7 Capoeira and year 8 Hip Hop. Students will review this dance performance and then workshop the different techniques used in the piece.</p>	<p>Students will learn develop the role of dancer and choreographer and learn professional rep. Students will develop rehearsal skills in order to perfect movement and meet deadlines</p>	<p>Students will use all prior learning of creative and dance techniques and implement them in 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.</p>
Careers Focus	<p>Links to careers – How body language and posture are important when meeting or addressing others.</p>	<p>Links to professional acting and production team- links to team building and leadership</p>	<p>Links to creative thinking, speaking and listening, planning and leading and taking ownership over their working.</p>
Assessment	<p>Students will review previous learning of hip hop and contemporary dance and perform professional rep. There will be a focus on audience engagement and clarity to the original piece. Do they share the same energy? Pace? Control? Technique?</p>	<p>Students will identify the role of Dancer, Director and rehearsal director and take on these responsibilities in order to perform a group performance.</p>	<p>Students can identify different styles of dance and select one of these as inspiration for their own choreography. Students will identify Aural settings and how this affects choreographic outcomes</p> <ul style="list-style-type: none"> • song • instrumental • orchestral • spoken word • silence • natural sound • found sound • body percussion. <p>Effects on choreographic outcomes:</p>

			<ul style="list-style-type: none">• mood and atmosphere• contrast and variety• structure• relationship to theme/idea.
	Practical performance, peer feedback and evaluation	Practical performance, peer feedback and evaluation	Practical performance, peer feedback and evaluation