

KS3 Curriculum Map

Dance

Execution of physical and interpretive skills/techniques

Creating/ decision making

Application of choreographic devices/skills/ideas

Performing, analysing and evaluating performances

DANCE CURRICULUM OVERVIEW		
Year 7	Core Knowledge	Key Skills
Autumn Term 1; Baseline assessments in Technique, Performance and Choreography	<ul style="list-style-type: none">• Standards and expectations in the dance lesson• Health and Safety in the dance studio and changing rooms• How to warm up for dance effectively and appropriately• Contemporary dance drills; footwork, jumps, turns, travelling, floorwork• How to perform simple motifs, phrases and routines• How to create simple dance phrases from a range of stimuli• Evaluation of own and others' performances and choreography• Understanding of skills descriptors and target setting	<ul style="list-style-type: none">• Correct posture and alignment• Parallel position• Use of the spine• Use of the feet• Ability to copy, repeat and perform movements• Movement memory from lesson to lesson• Basic choreographic skills; creating short motifs• Ability to perform in front of an audience

	<ul style="list-style-type: none"> To use success criteria to choreograph and perform for assessment. <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 6. Students perform dance drills and exercises, complete self and peer evaluations, skills audit and complete Assessment trackers. TEACHER BASELINE ASSESSMENT.</p>	
<p>Autumn Term 2; Using a stimulus for Dance; Kandinsky</p>	<ul style="list-style-type: none"> Introduction to basic dance actions (turn, travel, fall, stillness, jump, gesture) To learn the set motif and perform all basic actions To understand different stimuli for dance and be able to use a painting as a stimulus for dance. To explore a range of actions to develop movement vocabulary To explore space in dance and stage directions Introduction to basic choreographic devices in a group dance; canon, unison, copy, contrast. To use success criteria to choreograph and perform for assessment. <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 6. Students perform whole dance, complete self and peer evaluations and complete Assessment trackers.</p>	<ul style="list-style-type: none"> Execution of performance skills/techniques Performing to an audience Creating/ decision making – using a stimulus, applying choreographic devices Application of compositional ideas Performing, analysing and evaluating performances

Spring Term 1; Musical Theatre; The Lion King

- To understand the key characteristics of contemporary/street dance in a musical theatre setting
- To learn set motifs performed solo and developed as part of a group
- Understand the concept of motif and how to develop it.
- Be able to use characterisation in performance.
- To be able to develop motifs through the knowledge and understanding of choreographic devices; action/reaction, copy, contrast, canon, unison.
- To be able to choreograph own movement ideas based around a theme or part of a narrative
- To use success criteria to choreograph and perform for assessment.

- Perform in character
- Apply skills across two different dance styles
- Perform set motifs
- Use action/reaction/canon/copy/contrast to develop work
- Choreograph around a theme or idea
- Evaluate own and others work.

ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 6. Students perform whole dance, complete self and peer evaluations and complete Assessment trackers.

Spring Term 2; Cultural Dance; Gumboots

- Know and understand the history and context of Gumboots dance
- Learn three set rhythms
- Choreographic devices to develop rhythms; levels, directions, turns, jumps
- Choreographic knowledge in order to create own rhythm.
- To use success criteria to choreograph and perform for assessment.
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- Sense of rhythm and timing
- Execution and performance of set rhythms
- Choreographic skills; levels, directions, adding movements to existing movements.
- Creating unique rhythms
- Team work

ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 6. Students perform whole dance, complete self and

	<p>peer evaluations and complete Assessment trackers.</p>	<ul style="list-style-type: none"> • Self and peer evaluation.
<p>Summer Term 1; Contemporary Choreographers; Matthew Bourne's 'Nutcracker'</p>	<ul style="list-style-type: none"> • Understand the story line and Bourne's version. • Learn set motif • Understand and be able to portray character • Use an abstract stimulus for choreography • Recall and use basic dance actions • Understand and be able to plan and apply dynamics • Motif development using dynamics <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 6. Students perform whole dance, complete self and peer evaluations and complete Assessment trackers.</p>	<ul style="list-style-type: none"> • Learning, recalling and performing a set motif as part of a group. • Using characterisation in performance • Applying basic dance actions • Applying dynamics to both choreographic tasks and performance • Developing a motif using dynamics • Using assessment criteria to target set and track own progress. • Evaluating own and others' work.
<p>Summer Term 2; Contemporary Choreographers; Christopher Bruce's 'Swansong'</p>	<ul style="list-style-type: none"> • Understand key themes of conflict, bullying and intimidation • Understand freeze frames and transitions • Know how to use a prop safely • Know how to use a prop to convey meaning • Understand the health and safety aspects of contact work • Understand the key principles of contact work • Knowledge of choreographic devices and skills in order to create a trio. <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 6. Students perform whole dance, complete self and peer evaluations and complete Assessment trackers.</p>	<ul style="list-style-type: none"> • Be able to portray a theme/narrative through performance skills and own choreographic ideas • Use freeze frames and transitions effectively • Use a prop safely and effectively to show a theme • Contact skills; physical, mental • Choreographing for a group of three • Performance skills • Self and peer evaluation skills.

Year 8	Core Knowledge	Key Skills
<p>Autumn Term; Styles and workshops</p>	<ul style="list-style-type: none"> • Contemporary technique and designing your own dance warm up to include cardio vascular, mobilisation, flexibility and strength building • Capoeira; learning the set moves, creating their own duets based on action reaction • Choreography duets; working on contact work and the theme of relationships <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment every 2 weeks after each Style/Workshop and development. Students perform, complete self and peer evaluations and complete Assessment trackers.</p>	<ul style="list-style-type: none"> • Learning, copying and repeating movements • Leadership skills including planning and delivering a warm up • Increasing physical and interpretive skills in various styles • Learning and transferring skills across different styles • Learning a cultural dance and developing this in duets. • Choreographic skills; working on a theme, working with a partner, using action and reaction • Contact work; physical and mental ability
<p>Spring Term; Greatest Showman – learn the routine, add own choreo, leadership roles, put it together as a class – positioning, timing, performance as a company.</p>	<ul style="list-style-type: none"> • Introduction to style (musical theatre) & themes (being confident about who you are – being a team and standing together – black discrimination) • What is The Greatest Showman about/themes? What are the stylistic qualities of the style musical theatre? • Identify technical skills. • Learn set movements – part 1 & part 2. • Add stylistic qualities and technical skills to movements. 	<ul style="list-style-type: none"> • Learning set movements from a tutorial • Leadership skills • Rehearsal skills • Performance skills • Characterisation • Performing as part of a company • Technical skills • Interpretive skills; stylistic qualities, characterisation, musicality

	<ul style="list-style-type: none"> • Choreographic task 2x8s (duos or groups) discuss implementing actions (gesture, turn, jump, balance, travel, transfer of weight). • Peer assess – how many actions did they use? Discuss/develop actions, style, theme. • transitions & formations • Character creation • Evaluation - fill in assessment trackers. <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 6. Students perform whole dance, complete self and peer evaluations and complete Assessment trackers.</p>	
<p>Summer Term; 'Perm'/Diversity</p>	<ul style="list-style-type: none"> • Introduction to Street Dance; Popping, Locking, Breaking, House • Performing set phrase of Street dance – working with lyrics and beats • Choreographing entrances and formations • Develop part of a set phrase using selection of skills and choreographic devices; repetition, canon, unison. • Creating own street dance ideas for performance as part of a group; Group shape, speed, levels, directions. • Performing to an audience and evaluating own and others' work <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 6. Students perform whole dance, complete self and peer evaluations and complete Assessment trackers.</p>	<ul style="list-style-type: none"> • New techniques; popping, locking, breaking and house • Performance skills when performing set phrase and group piece. • Musical interpretation • Team work • Leadership skills • Choreographic skills, development skills • Selecting and executing appropriate dynamics • Evaluation and assessment

Year 9	Core Knowledge	Key Skills
<p>Musical Theatre; Dear Evan Hansen – bullying, social media, depression, creating choreography to fit theme.</p>	<ul style="list-style-type: none"> • Introduction to Musical theatre and the themes within Dear Evan Hansen • Introduction to BTEC • Choreographing guided sections of a dance piece and completing own sections. • Motif development • Using contact work safely and appropriately • Performing to an audience and evaluating own and others' work <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 9. Students perform whole dance, complete self and peer evaluations and complete Assessment trackers.</p>	<ul style="list-style-type: none"> • Learning, copying and repeating movements • Leadership skills including planning and delivering a warm up • Increasing physical and interpretive skills • Learning and transferring skills across different styles • Choreographic skills; working on a theme, working as part of a group • Contact work; physical and mental ability