

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; 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>Spring Term; 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

<p>Summer Term; Musical Theatre; The Lion King</p>	<ul style="list-style-type: none"> ☐ 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. <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"> ☐ 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.
<p>Year 8</p>	<p>Core Knowledge</p>	<p>Key Skills</p>
<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</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

	<p>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 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; Cultural Dance; Gumboot</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Know and understand the history and context of Gumboot dance <input type="checkbox"/> Learn three set rhythms <input type="checkbox"/> Choreographic devices to develop rhythms; levels, directions, turns, jumps <input type="checkbox"/> Choreographic knowledge in order to create own rhythm. <input checked="" type="checkbox"/> To use success criteria to choreograph and perform for assessment. <input type="checkbox"/> <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"> <input type="checkbox"/> Sense of rhythm and timing <input type="checkbox"/> Execution and performance of set rhythms <input type="checkbox"/> Choreographic skills; levels, directions, adding movements to existing movements. <input type="checkbox"/> Creating unique rhythms <input type="checkbox"/> Team work <input type="checkbox"/> Self and peer evaluation.
<p>Summer Term; Contemporary Choreographers; Matthew Bourne's 'Nutcracker'</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the story line and Bourne's version. <input type="checkbox"/> Learn set motif <input type="checkbox"/> Understand and be able to portray character <input type="checkbox"/> Use an abstract stimulus for choreography <input type="checkbox"/> Recall and use basic dance actions <input type="checkbox"/> Understand and be able to plan and apply dynamics <input type="checkbox"/> Motif development using dynamics 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning, recalling and performing a set motif as part of a group. <input type="checkbox"/> Using characterisation in performance <input type="checkbox"/> Applying basic dance actions

	<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"> <input type="checkbox"/> Applying dynamics to both choreographic tasks and performance <input type="checkbox"/> Developing a motif using dynamics <input type="checkbox"/> Using assessment criteria to target set and track own progress. <input type="checkbox"/> Evaluating own and others' work.
Year 9	Core Knowledge	Key Skills
Autumn Term; 'Perm'/Diversity	<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
Spring Term; Greatest Showman – learn the routine, add own choreo, leadership roles, put it together as a class	<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) 	<ul style="list-style-type: none"> • Learning set movements from a tutorial • Leadership skills • Rehearsal skills

<p>– positioning, timing, performance as a company.</p>	<ul style="list-style-type: none"> ● 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. ● 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>	<ul style="list-style-type: none"> ● Performance skills ● Characterisation ● Performing as part of a company ● Technical skills ● Interpretive skills; stylistic qualities, characterisation, musicality
<p>Summer Term; Contemporary Choreographers; Christopher Bruce's 'Swansong'</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand key themes of conflict, bullying and intimidation <input type="checkbox"/> Understand freeze frames and transitions <input type="checkbox"/> Know how to use a prop safely <input type="checkbox"/> Know how to use a prop to convey meaning <input type="checkbox"/> Understand the health and safety aspects of contact work <input type="checkbox"/> Understand the key principles of contact work <input type="checkbox"/> Knowledge of choreographic devices and skills in order to create a trio. 	<ul style="list-style-type: none"> <input type="checkbox"/> Be able to portray a theme/narrative through performance skills and own choreographic ideas <input type="checkbox"/> Use freeze frames and transitions effectively <input type="checkbox"/> Use a prop safely and effectively to show a theme <input type="checkbox"/> Contact skills; physical, mental

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.

- Choreographing for a group of three
- Performance skills
- Self and peer evaluation skills.