

KS3 Curriculum Map

Dance 2025

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
Autumn Term 1 September - October; <i>Baseline assessments in Technique, Performance and Choreography</i>	<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• 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</p>

	<p>dance drills and exercises. TEACHER BASELINE ASSESSMENT.</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Autumn Term 2 October - December <i>Using a stimulus for Dance; Kandinsky</i></p>	<p>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> <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 6. Students perform whole dance and assessed at the end</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Spring Term 1 January - February; <i>Musical Theatre; The Lion King</i></p>	<p>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>

	<p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 6.</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Spring Term 2 February - April; <i>Cultural Dance; Gumboot Dance</i></p>	<p>Know and understand the history and context of Gumboot 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.</p> <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 6</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Summer Term 1 April - May; <i>Contact Work; Duets</i></p>	<p>Understanding and being able to use basic technical, performance and choreographic skills. Be able to perform a sequence of basic movements and use choreographic skills to develop this effectively, showing understanding of motif and development. Select, understand and choreograph appropriate movements in duet and group situations to show the meaning and intention of the overall dance. Know how to structure a Dance effectively, and be able to carry this out in performance. Observe performance and choreographic skills and evaluate them effectively using specific criteria provided. Be able to use health and safety knowledge and apply this in the context of contact work. Understand the principles associated with warming up and cooling down for Dance. Develop leadership roles</p>

	<p>Apply and understand rules and show a keen regard for their own safety and the safety of others Work cooperatively when choreographing, performing and evaluating in small groups.</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Summer Term 2 May - July; Jazz West Side Story - Gangs</p>	<p>Gain an understanding and be able to use basic technical, performance and choreographic skills. Be able to perform a sequence of basic movements and use choreographic skills to develop this effectively, showing understanding of motif and development. Select, understand and choreograph appropriate movements in duet and group situations to show the meaning and intention of the overall dance. Know how to structure a Dance effectively, and be able to carry this out in performance. Observe performance and choreographic skills and evaluate them effectively using specific criteria provided. Be able to use health and safety knowledge and apply this in the context of contact work. Understand the principles associated with warming up and cooling down for Dance. Develop leadership roles Apply and understand rules and show a keen regard for their own safety and the safety of others Work co-operatively when choreographing, performing and evaluating in small groups.</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Year 8</p>	<p>Core Knowledge</p>
<p>Autumn Term 1 September - October; Contemporary Choreographers; Matthew Bourne's 'Nutcracker'</p>	<p>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>

	<p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson.</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Autumn Term 2 October - December; <i>Dance For Camera; TIKTOK Dance</i></p>	<p>Understand how TikTok Dance inspires other choreographers and companies Learn popular and famous TikTok set phrases as a whole class To understand and recall musicality, basic dance actions and choreographic devices Motif development using structured TikTok movements and gestures</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Spring Term 1 January - February; <i>Musical Theatre Dear Evan Hansen</i></p>	<p>Origins and characteristics of musical theatre dance. Stylistic qualities of <i>Dear Evan Hansen</i> — naturalistic, contemporary, emotionally driven rather than "showy" dance. The role of dance and movement in narrative and character development. Themes of <i>Dear Evan Hansen</i>: mental health, loneliness, identity, social media</p> <p>Story arc and character profiles (Evan, Zoe, Connor, Jared, etc.). The show's choreographic style — minimalistic, gesture-based, contemporary influences. Motif development (linking to themes e.g. isolation, connection). Use of gesture and facial expression to tell story.</p> <p>Canon, unison, contrast to show relationships between characters. Acting through dance: connecting emotionally to the material.</p>

	<p>Communicating narrative and subtext through movement. Focus, projection, and characterisation.</p> <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson.</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Spring Term 2 February – April; Musical Theatre/ Dance for film - Greatest Showman</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. • 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 <p>– learn the routine, add own choreo, leadership roles, put it together as a class – positioning, timing, performance as a company.</p> <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson.</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Summer Term 1 April - May; Contemporary Choreographers; Christopher Bruce's 'Swansong'</p>	<p>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</p>

	<p>Understand the key principles of contact work Knowledge of choreographic devices and skills in order to create a trio.</p> <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson 6. Students perform whole dance</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Summer Term 2 May – July; Street Dance '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</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Year 9</p>	<p>Core Knowledge</p>
<p>Autumn Term - September – December; Cultural Dance - Capoeira</p>	<p>Origins of Capoeira:</p> <p>Afro-Brazilian martial art and dance form. History: Developed by enslaved Africans in Brazil as a form of resistance and cultural expression. Capoeira as a blend of dance, martial arts, music, acrobatics.</p> <p>Improvised and responsive movement (game between players). Flowing, circular, and evasive movements. Low to the ground and inverted positions.</p>

	<p>Playful and ritualistic quality. Understanding the <i>roda</i> structure. Responding to rhythm and tempo.</p> <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson.</p> <p>All students complete three milestone assessments within this scheme of work.</p>
<p>Spring Term - January – April; <i>Parkour</i></p>	<p>What is Parkour? Developed in France in the late 20th century. Influences: military obstacle training, martial arts, natural movement. Founders: David Belle, Yamakasi group.</p> <p>Philosophies: Efficiency of movement, adaptability, flow, overcoming obstacles. Parkour as an art of movement — link to dance: fluidity, dynamics, expression.</p> <p>Movement qualities: fluid, explosive, responsive to environment. Use of momentum, gravity, and flow. Combining Parkour with choreographic structures to create dance. Visual contrast: stillness vs motion, tension vs release.</p> <p>Spatial awareness and risk assessment. Strength, flexibility, and joint protection. Respect for environment (in studio and outdoors). Trust and responsibility in partner/group work.</p> <p>ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson.</p> <p>All students complete three milestone assessments within this scheme of work.</p>

Summer Term- April – July; *Fitness for Dance*

Principles of Fitness for Dancers

What is fitness? Components of fitness relevant to dance:

Cardiovascular endurance

Muscular strength

Muscular endurance

Flexibility

Agility

Balance

Coordination

Power

How each component supports dance performance.

Anatomy & Physiology Basics

The importance of posture and alignment.

Understanding core strength and its role in dance.

Dance-Specific Conditioning

Exercises to improve dance performance.

Principles of progressive overload and safe training.

Warm-up and cool-down:

Why they are essential.

What makes an effective warm-up/cool-down.

Injury Prevention

Common dance injuries and how to prevent them.

The importance of rest and recovery.

Listening to your body.

ASSESSMENT; Mini performances and peer evaluation in each lesson. Final assessment lesson.

	<p>All students complete three milestone assessments within this scheme of work.</p>
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