

Subject Vision

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional, and intellectual capacity, whatever their previous experience in the subject. This curriculum recognises the role of Dance in young people's lives and celebrates the role Dance can play in developing students, resilience, compassion, and respect. Students will work on a range of Dance styles as both a soloist and part of a team. The study of an anthology of professional works throughout the key stages will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

End Points (by the end of Year 11)

- EP1. Students can explore performance pieces, understanding their social, cultural, and historical context and their reflection of the choreographic intent. (Respond)
- EP2. Students develop a range of physical, technical, and expressive skills (Perform)
 - EP2a and apply them to create and make individual contributions to performances (Create)
- EP3. Students are creative, effective, independent, and reflective young people who make informed choices in process and performance (Create and Perform)
- EP4. Students can reflect on and evaluate their own work and that of others (Respond)
- EP5. Students can work collaboratively to generate, develop, and communicate ideas
- EP6. Students can develop an awareness and understanding of the roles and processes undertaken in professional Dance companies

• EP7. Students will adopt safe working practices – this is implicit across all practical units of work and **MUST** be adhered to in all lessons

Subject Domains of Knowledge

- D1. Performance
- D2. Choreography (ADSR)
- D3. Appreciation

Subject Key Concepts

Performance

- C1a. Physical skills and attributes – including posture, alignment, balance and co-ordination, control, flexibility, mobility, strength, stamina, extension, and isolation.
- C1b. Technical skills – including - action content, dynamic content, spatial content relationship content, timing content, rhythmic content, movement in a stylistically accurate way.
- C1c. Expressive skills - projection, focus, spatial awareness, facial expression, phrasing. Musicality, sensitivity to other dancers, communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).

Choreography

- C2a. Action content
- C2b. Dynamic content
- C2c. Spatial content
- C2d. Relationship content
- C2e. Choreographic processes
- C2f. Structuring devices and form
- C2g. Choreographic devices

- C2h. Communication of choreographic intent.

Appreciation (this is mainly used in KS4, only touched upon in KS3)

- C3a. Features of production
- C3b. Performance environments
- C3c. Choreographic approaches
- C3d. Choreographic content
- C3e. Choreographic intent - mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s).

Year 8: Dance

<p>Units</p>	<p>Unit 1 - DOUBLE UNIT (6): Swansong by Christopher Bruce. PERFORMANCE (c1a and c1b) + CHOREOGRAPHY</p> <p>Taught in terms: 1 + 4.</p>
<p>Unit Overview</p>	<p>In this unit of work students will focus on the professional work “Swansong” by Christopher Bruce. Students will learn specific contact lifts and use these to create their own work based upon the stimulus. Students will develop their performance skills with specific reference to character development and use of a chair as a prop.</p>
<p>Lesson Sequence</p>	<ol style="list-style-type: none"> 1. Introduction to professional work <i>Swansong</i> by Christopher Bruce. In this lesson students will be introduced to the professional dance work <i>Swansong</i>. They will discover the choreographer (Christopher Bruce), stimuli (torture, interrogation and human rights) and action content linked to this piece. 2. Taught choreography of <i>Swansong</i> trio. In this lesson students will learn a choreographed trio using the relationship (ADSR) device of act and react to show the power dynamic between the guards and prisoner. 3. Own choreography using act and react as a choreographic device. In this lesson, students will create their own choreography to continue showcasing a power dynamic, using act and react. 4. Creating the correct performance environment. In this lesson students will create the environment of a prison using chairs as a prop. They will use the choreographic devices of canon, retrograde and unison within this. 5. Combining all taught material. In this lesson, students will combine all taught material to have a performance ready piece involving repertoire from <i>Swansong</i>, choreography inspired by it and movement containing all choreographic devices. 6. Assessment lesson. In this lesson students will have completed a full assessment through their ability to answer questions about <i>Swansong</i>, as well as complete their practical performance to showcase a practical exploration, marked by iDoceo marksheets.

<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>D1. Performance</p> <p>D2. Choreograph</p> <p>C1a. Physical skills</p> <p>C1b. Technical skills</p> <p>C1c. Expressive skills</p> <p>C2a. Action content,</p> <p>C2b. Dynamic content,</p> <p>C2c. Spatial content,</p> <p>C2d. Relationship content,</p> <p>C2e. Choreographic processes,</p> <p>C2f. Structuring devices and form,</p> <p>C2g. Choreographic devices</p>
<p>KS4 End Points</p>	<p>EP1. Students can explore performance pieces, understanding their social, cultural, and historical context and their reflection of the choreographic intent. (Respond)</p> <p>EP2. Students have a range of physical, technical, and expressive skills and apply them to create and make individual contributions to performances (Perform)</p> <p>EP3. Students are creative, effective, independent, and reflective young people who make informed choices in process and performance (Create and Perform)</p>

<p>Declarative Knowledge (Students should know)</p>	<p>Students can explain the political significance of Swansong and where its intent came from</p> <p>Students can describe a range of action content used within swansong and that they would use, including the use of contact work</p> <p>Students can describe motifs based upon the swansong stimulus, replicating the themes evident throughout the piece.</p>
<p>Procedural Knowledge (Students should be able to do)</p>	<p>Students can express through replicated movement the political significance of the piece.</p> <p>Students can use a range of actions inc contact work to replicate the themes of power, abuse and control</p> <p>Students can create motifs based upon the swansong stimulus, replicating the themes evident throughout the piece.</p>
<p>Developing T3 Literacy and Numeracy</p>	<p>Contact work</p> <p>Preparation, entry and exits</p> <p>Physical skills</p> <p>Technical skills</p> <p>Narrative dance</p> <p>Stimulus</p> <p>Intent</p> <p>Communication of intent to the audience</p> <p>Characterisation</p>

<p>Assessment (Summative and Formative)</p>	<p>Summative: Final assessed practical performance using iDoceo using what marksheets.</p> <p>Formative: Verbal feedback from classroom teacher and peers during practical tasks. Enforcing use of key words and link to specificity of task.</p>
<p>Links to Prior Learning</p>	<p>Any prior learning from KS2 and external tuition</p> <p>Motif and development</p> <p>Characterisation in year 7</p> <p>Communication of choreographic intent</p>
<p>Next steps in learning</p>	<p>Specific technique</p> <p>Floorwork</p>
<p>Common Barriers to learning in this unit</p>	<p>Lack of tuition prior to secondary school</p> <p>Lack of dance lessons at key stage 2</p> <p>Lack of student resilience</p> <p>Lack of fine motor skills</p> <p>Lack of intrinsic motivation</p> <p>Peer pressure</p> <p>Specific learning needs</p> <p>Social anxiety</p>

	<p>Extended absence</p> <p>Injury</p>
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Units	<p>Unit 2 – SINGLE UNIT (3): Merce Cunningham. PERFORMANCE (c1c).</p> <p>Taught in terms: 2 (part 1) + 5 (part 1).</p>
Unit Overview	<p>In this unit of work students will be developing their choreography and performance skills. Students will learn how to create and develop movement within a specific Cunningham style, contemporary technique. They will learn and perform the 4 curvatures of the spine: upper body curve, middle body curve, lower body curve and tilt. They will be introduced to Cunningham chance choreography and use this to create their own performances.</p>
Lesson Sequence	<ol style="list-style-type: none"> 1. Introduction to Merce Cunningham and independent choreography applying ‘Cunningham’ Technique. In this lesson students will be introduced to the modern dance pioneer Merce Cunningham with focus on curvatures of the spine in his technique, through practical exploration. Students will choreograph a motif with; upper, middle and lower body curves, tilts and jumps. 2. Using two methods of Chance choreography, to replicate Merce Cunningham’s choreographic process. In this lesson, students will use some dice as an example of chance choreography. This process will include creating and sectioning a motif and reordering it in a sequence because of the 6 dice rolls. They will then use their student number to conduct chance choreography. They will do this by creating material and numbering actions and sequencing them in order of their student number. 3. Combining Chance as a choreographic process and ‘Cunningham Technique and Assessment. In this lesson, students will combine all material learnt and created to showcase physical movement in the style of Merce Cunningham. students will have completed a full assessment through their ability to answer questions about Merce Cunningham and Chance choreography, as well as complete their practical performance to showcase a practical exploration, marked by iDoceo marksheets.

<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>D1. Performance</p> <p>D2. Choreography</p> <p>C1a. Physical skills</p> <p>C1b. Technical skills</p> <p>C1c. Expressive skills</p> <p>C2a. Action content,</p> <p>C2b. Dynamic content,</p> <p>C2c. Spatial content,</p> <p>C2d. Relationship content,</p> <p>C2e. Choreographic processes,</p> <p>C2f. Structuring devices and form,</p> <p>C2g. Choreographic devices,</p>
<p>KS4 End Points</p>	<p>EP1. Students can explore performance pieces, understanding their social, cultural, and historical context and their reflection of the choreographic intent. (Respond)</p> <p>EP2. Students have a range of physical, technical, and expressive skills and apply them to create and make individual contributions to performances (Perform)</p>

	EP3. Students are creative, effective, independent, and reflective young people who make informed choices in process and performance (Create and Perform)
Declarative Knowledge (Students should know)	<p>Students should know how the style of Cunningham technique was revolutionary due to the social, cultural and historical context of that time</p> <p>Students can describe body actions and explain the Cunningham specific nature of bending, holding and curving</p> <p>Students can describe the chance technique used by Merce Cunningham.</p>
Procedural Knowledge (Students should be able to do)	<p>Students will create abstract work, reflecting Cunningham's ideas of movement for the sake of movement rather than for narrative intent</p> <p>Students will perform actions specifically with Cunningham technique, showing strength and flexibility in particular</p> <p>Students will create a piece of choreography using Chance technique, this will be developed into a whole class piece, allowing for teaching of structure (transitions)</p>
Developing T3 Literacy and Numeracy	<p>Cunningham technique</p> <p>Physical skills (strength, control, co-ordination, posture, isolation, flexibility)</p> <p>Curvatures of the spine: upper, middle and lower body curve + tilt</p> <p>Technical skills (actions are current, space is correct, dynamics are correct)</p> <p>Transitions</p> <p>Structure</p> <p>Historical context</p>

	Chance Choreography
Assessment (Summative and Formative)	Summative: Final assessed practical performance using iDoceo using what marksheets. Formative: Verbal feedback from classroom teacher and peers during practical tasks. Enforcing use of key words and link to specificity of task.
Links to Prior Learning	Any prior learning from KS3 and external tuition. Motif and development Choreographic and relationship content,
Next steps in learning	Contact work Narrative dance Journey from stimulus to intent
Common Barriers to learning in this unit	Lack of tuition prior to secondary school Lack of dance lessons at key stage 2 Lack of student resilience Lack of fine motor skills Lack of intrinsic motivation Peer pressure

	Specific learning needs Social anxiety Extended absence Injury
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Units	Unit 3 – SINGLE UNIT (3): Bollywood and Classical Indian dance. PERFORMANCE (c1c). Taught in terms: 2 (part 2) + 5 (part 2).
Unit Overview	In this unit of work students will be focusing on their performance and choreography skills. Students will explore the dance style of Bollywood and Classical Indian dance. They will build upon their cultural capital and delve into the societal terms of cultural appropriation and appreciation understanding how to
Lesson Sequence	<p>1. Introduction to Bollywood and classical Indian dance. Cultural appropriation vs cultural appreciation. In this lesson students will be introduced to the dance style Bollywood and its relation to classical Indian dance. Students will be informed of the two terms cultural appropriation and cultural appreciation, specifically enforcing how we study this unit in a respectful manner.</p> <p>2. Natta and Tatta Adavu developments. In this lesson students will expand their practical knowledge of the two foundational adavu steps. They will begin to build upon stylistic qualities by combining and developing natta and tatta sequences as well as working with the upper body.</p> <p>3. Assessment. In this lesson students will be marked on their practical exploration of Bollywood through iDoceo marksheets.</p>
Key Domains and Concepts taught in this Unit / Term	<p>D1. Performance</p> <p>D2. Choreography</p> <p>C1a. Physical skills</p> <p>C1b. Technical skills</p>

	<p>C1c. Expressive skills</p> <p>C2a. Action content,</p> <p>C2b. Dynamic content,</p> <p>C2c. Spatial content,</p> <p>C2d. Relationship content,</p> <p>C2e. Choreographic processes,</p> <p>C2f. Structuring devices and form,</p> <p>C2g. Choreographic devices,</p>
<p>KS4 End Points</p>	<p>EP1. Students can explore performance pieces, understanding their social, cultural, and historical context and their reflection of the choreographic intent. (Respond)</p> <p>EP2. Students have a range of physical, technical, and expressive skills and apply them to create and make individual contributions to performances (Perform)</p> <p>EP3. Students are creative, effective, independent, and reflective young people who make informed choices in process and performance (Create and Perform)</p>
<p>Declarative Knowledge (Students should know)</p>	<p>Students can describe the culture surrounding Bollywood and how it fits into society and media</p> <p>Students can describe their own actions which reflect the intent of the piece, they are aware of the physical, technical and expressive skills needed to perform these.</p> <p>Students use ADSR to describe their own motifs to reflect the intent.</p>

<p>Procedural Knowledge (Students should be able to do)</p>	<p>Students can perform classical Indian dance steps with accuracy</p> <p>Students can perform their own actions which reflect the intent of the piece, they are aware of the physical, technical and expressive skills needed to perform these.</p> <p>Students use ADSR to create their own motifs to reflect the intent.</p>
<p>Developing T3 Literacy and Numeracy</p>	<p>Natta Adavu</p> <p>Tatta Adavu</p> <p>Cultural appropriation</p> <p>Cultural appreciation</p> <p>Actions</p> <p>Space (size, level, pathway floor and air)</p> <p>Dynamics</p> <p>Relationship</p>
<p>Assessment (Summative and Formative)</p>	<p>Summative: Final assessed practical performance using iDoceo using what marksheets.</p> <p>Formative: Verbal feedback from classroom teacher and peers during practical tasks. Enforcing use of key words and link to specificity of task.</p>
<p>Links to Prior Learning</p>	<p>Any prior learning from KS2 and external tuition.</p> <p>Contact work</p> <p>Motif creation and development</p>

	<p>Successful use of dynamics</p> <p>Characterisation</p>
Next steps in learning	<p>Choreography</p> <p>Action content chosen to reflect an intent</p>
Common Barriers to learning in this unit	<p>Lack of tuition prior to secondary school</p> <p>Lack of dance lessons at key stage 2</p> <p>Lack of student resilience</p> <p>Lack of fine motor skills</p> <p>Lack of intrinsic motivation</p> <p>Peer pressure</p> <p>Specific learning needs</p> <p>Social anxiety</p> <p>Extended absence</p> <p>Injury</p>

<p>Units</p>	<p>Unit 4 - Capoeira</p> <p>Double unit (6)</p> <p>PERFORMANCE (c1a and c1b) + CHOREOGRAPHY</p> <p>Taught in terms: 1 + 4.</p>
<p>Unit Overview</p>	<p>In this double unit of work students will be watch, learn and create movement inspired by Capoeira technique. They will build on physical skills to attempt to execute the stylistic movement with accuracy. They will gain contextual information the cultural history to the topic and understand the importance of this. They will use their knowledge of action, space and dynamics to create a duet to be performed in an assessment at the end of the term.</p>
<p>Lesson Sequence</p>	<p>1. Introduction to Capoeira. In this lesson students will be introduced to the art form of Capoeira. They will learn the basic history of how it emerged, as well as basic steps to attack and defend. They will physically be able to perform a 'ginga' which is a foundational side-stepping transition move.</p> <p>2. Capoeira duel (1): attack and defend beginners. In this lesson students will develop their knowledge of how to attack and defend to begin creating a duelling duet. The beginners attacking movements will consist of 'outward round kicks' and 'benacos'. The defending movement being side to side and backwards blocking movements.</p> <p>3. Capoeira duel (2): attack and defend intermediate. In this lesson students will develop their attacking and defending movements to now involve turns and kicks. Defending movements will require them to put weight into their hands, with the technical knowledge of using a flat surface to do so.</p>

	<p>4. Capoeira duel (3): attack and defend advanced. In this lesson students will use advanced methods of defence that are physically challenging. They will advance their duet so that their attacking and defending movements are in closer proximity to make it visually exciting for an observer.</p> <p>5. Rehearsal and refinement. In this lesson students will rehearse and refine their duels, so they are ready for a performance. They will be given an assessment checklist to work through to ensure they are hitting the correct criteria to adhere to the stylistic qualities of Capoeira.</p> <p>6. Assessment lesson. In this lesson students will perform their assessment of their Capoeira duels. This will be marked with iDoceo marksheets.</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>D1. Performance</p> <p>D2. Choreography</p> <p>C1a. Physical skills</p> <p>C1b. Technical skills</p> <p>C1c. Expressive skills</p> <p>C2a. Action content,</p> <p>C2b. Dynamic content,</p> <p>C2c. Spatial content,</p> <p>C2d. Relationship content,</p> <p>C2e. Choreographic processes,</p> <p>C2f. Structuring devices and form,</p>

	C2g. Choreographic devices,
KS4 End Points	<p>EP1. Students can explore performance pieces, understanding their social, cultural, and historical context and their reflection of the choreographic intent. (Respond)</p> <p>EP2. Students have a range of physical, technical, and expressive skills and apply them to create and make individual contributions to performances (Perform)</p> <p>EP3. Students are creative, effective, independent, and reflective young people who make informed choices in process and performance (Create and Perform)</p>
Declarative Knowledge (Students should know)	<p>Will understand the cultural significance of where Capoeira is from and the events in history that define the movement styles.</p> <p>Will understand the capoeira technique in relation to ADSR</p> <p>Will know how to create a capoeira phrase using their exiting knowledge of ADSR</p>
Procedural Knowledge (Students should be able to do)	<p>Will respond to this theoretical knowledge with sympathetic and culturally sensitive responses</p> <p>Will be able to give practical examples of capoeira technique</p> <p>Will show this practically.</p>
Developing T3 Literacy and Numeracy	<p>Floorwork</p> <p>Transfer of weight</p> <p>Ginga</p>

	<p>Attack</p> <p>Defence</p> <p>Action and reaction</p> <p>Cultural appreciation vs cultural appropriation</p> <p>Benaco</p> <p>Outwards round kick</p> <p>Side block</p> <p>Back block</p> <p>Front kick</p>
<p>Assessment (Summative and Formative)</p>	<p>Summative: Final assessed practical performance using iDoceo using what marksheets.</p> <p>Formative: Verbal feedback from classroom teacher and peers during practical tasks. Enforcing use of key words and link to specificity of task.</p>
<p>Links to Prior Learning</p>	<p>Any prior learning from KS3 and external tuition.</p> <p>Motif and development</p> <p>Relationship content – action and reaction, mirroring, unison and canon.</p> <p>Development of physical vocab</p>
<p>Next steps in learning</p>	<p>Developing choreographic knowledge</p>

Common Barriers to learning in this unit	Lack of tuition prior to secondary school Lack of dance lessons at key stage 2 Lack of student resilience Lack of fine motor skills Lack of intrinsic motivation Peer pressure Specific learning needs Social anxiety Extended absence Injury
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