

Year 7 Curriculum Overview Plan: Dance

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>Key Theme: Exploration Question: What is Dance?</p> <p>Dance through storytelling – Superheroes</p> <p>Prior Learning: Students are introduced to some basic Dance exploration at primary school during the PE curriculum. Students at KS2 Develop flexibility, strength, technique, control and</p>	<p>Key theme: Exploration Question: How do you communicate with a character?</p> <p>A musical</p> <p>Prior learning: Application of rehearsal and performance skills Dance skills and music curriculum links. Building on characterisations and storytelling.</p>	<p>Key theme: Exploration Question: Why is teamwork important in Dance?</p> <p>Stimuli exploration</p> <p>Prior learning: Students will recap and recall their basic Dance exploration skills learned during their storytelling topic from last half term. Working in small groups, focusing on teamwork, co-operation and</p>	<p>Key Theme: Exploration question: What are the consequences in the community?</p> <p>Anti Bullying</p> <p>Prior learning: Building on previous topics using stimuli Students need to have a secure knowledge in the following basic storytelling</p>	<p>Key theme: Exploration Question: What does it mean to be a triple threat?</p> <p>Musical theatre</p> <p>Prior learning: Building on the Action space and dynamics of storytelling and also the musical theatre previous topic The greatest showman</p> <p>Current Learning:</p>	<p>Key theme: Exploration Question: What is traditional dance?</p> <p>Dance around the world</p> <p>Prior learning: Action space and dynamic qualities will be developed from the previous scheme. Choreography influences and intentions of traditions.</p>

<p>balance. perform dances using a range of movement patterns This topic will allow the Performing Arts department to baseline assess each student in year 7 to determine their level of Performance ability. This will be cross referenced against the departmental progress indicators and the core values of the department (6 Cs).</p> <p>Current Learning:</p>	<p>Current Learning: Key Concepts, Knowledge & Skills to be Embedded: Application of new found rehearsal and performance skills. Developing creativity and confidence in small groups. Addition of incorporating singing, dancing and acting together to study the musical theatre style.</p> <p>Expressive skills Projection, Focus, spatial</p>	<p>communication.</p> <p>Current Learning: Key Concepts, Knowledge & Skills to be Embedded: A series of workshops to explore different stimuli used to create choreography, working together in small groups to create a piece of choreography created by their team. This will be cross referenced against the departmental progress indicators and the core values</p>	<p>techniques: taught alongside similar themes of ASBO in drama curriculum.</p> <p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded: To develop choreography that educates the audience. Creating a piece based around the theme of anti bullying. Exploring artistic purpose and choreographic intent. There will be a particular focus</p>	<p>Key Concepts, Knowledge & Skills to be Embedded: To develop understanding of musicals, work in an Ensemble. Students will be introduced to a musical and develop ensemble skills including responding to direction, acting through and rehearsal skills through learning Musical Theatre number.</p> <p>Ensemble A group of dancers that</p>	<p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded: A series of workshops to explore dance through a variety of different styles from around the world.</p> <p>Bhangra a type of popular music combining Punjabi folk traditions with Western pop music Rhythm a strong, regular repeated</p>
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<p>Key Concepts, Knowledge & Skills to be Embedded: To develop an understanding of ACTIONS, SPACE, DYNAMICS & RELATIONSHIPS through the theme of Superheroes and villains. Students will develop their performance and choreographic skills through learning repertoire and exploring choreographic devices such as Canon Unison and Formation</p>	<p>awareness, facial expression, phrasing For Duet/Trio performance only: Musicality, sensitivity to other dancers. Communication of choreographic intent. Projection the dancer's ability to project energy outward and confidently so that they may communicate clear images and ideas. Facial expressions facial expression is feelings</p>	<p>of the department (6 Cs). Confidence One of the most significant skills we need to be able to project the best version of ourselves into the world. Dance/Theatre is one of the most effective means to develop self-confidence. Co-operation To be able to work together as part of a team towards a common goal or purpose. Creativity Builds leadership and</p>	<p>on gang culture and rivalries with an introduction to a cross curricular link to English with 'Romeo and Juliet'. Artistic purpose How dance is expressed to the audience, the purpose of the piece Choreographic intent The aim of the dance; what the choreographer aims to communicate Gestures It is when you move a part or the whole of</p>	<p>regularly perform together Rehearsal a practice a performance Focus The use of eyes Future learning: Student have now been exposed to a new subject musical Theatre which will be continued and built upon in year 8 - They will have an option to study this further in year 9</p>	<p>pattern of movement or sound Style a certain type of dance Future learning : This topic is designed to encourage diversity and cultural awareness. The development of dance styles and how Action Space and Dynamics have been used to identify traditional dance from around the</p>
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<p>Canon a choreographic device or structure in which movements introduced by one dancer are repeated exactly by subsequent dancers in turn</p> <p>Unison Two or more dancers performing the same movement at the same time.</p> <p>Formation any dance in which a number of couples form a certain arrangement, such as two facing lines or a circle, and</p>	<p>expressed on a person's face</p> <p>Future learning: Preparation for the triple threat topic next half term. Students begin to be able to coordinate dancing with singing and acting. It is a new genre of dance style which will be built upon leading up to different dance styles in the Around the world topic at the end of year 7. It will also be beneficial Particularly when studying some of the key</p>	<p>communication skills. Learning to be creative and to 'think outside the box' can set you apart from the rest of a group.</p> <p>Communication Communication is using a combination of your performance skills to communicate your ideas and intentions to an audience. For example, if you are sad, you must be able to communicate this emotion to the audience; likewise, if you are happy, you</p>	<p>your body but not using your weight, e.g. stretching, bending and twisting.</p> <p>Future learning: Process Dance allows students to learn about issues and take lifelong skills into the wider curriculum and wider community. Learning about respect for each other and communicating with kindness are the foundation of the development of the students'</p>	<p>Assessment methods Ongoing formative assessment including verbal feedback Questioning Low Stakes Quizzing and use of mini whiteboard Peer and self assessment Filmed Key assessment piece at the end of the unit.</p> <p>Tier 3 Vocabulary Vault: Ensemble Focus Rehearsal Formation Timing</p>	<p>world will assist future development of dance styles.</p> <p>Assessment methods Ongoing formative assessment including verbal feedback Questioning Low Stakes Quizzing and use of mini whiteboard Peer and self assessment Filmed Key assessment piece at the end of the unit.</p>
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<p>perform a series of figures within or based on that arrangement. Future Learning: Action Space and Dynamic is the foundation of all Dance and therefore the foundation of the students' 5-year Dance learning journey. Students will consistently apply their knowledge and practical explorative skills to the next steps on that 5-year learning journey. Once covered in Y7 these techniques</p>	<p>practitioners in year 9 and beyond. Assessment methods Ongoing formative assessment including verbal feedback Questioning Low Stakes Quizzing and use of mini whiteboard Peer and self assessment Filmed Key assessment piece at the end of the unit. Tier 3 Vocabulary Vault: Projection</p>	<p>must also be able to communicate that emotion. Commitment Being resilient and never giving up when a challenge may seem hard or difficult. Trying your best at something and seeing it through to the end no matter what. Control Self-control is important when considering spatial awareness in a room. It is also important when we evaluate</p>	<p>holistic 5-year Dance learning journey. Once covered in Y7 the Process Dance topics will be interleaved into learning sequences throughout the entire Airedale Academy Dance learning journey. Assessment methods Ongoing formative assessment including verbal feedback Questioning Low Stakes Quizzing and</p>	<p>Reading Exposure: Synopsis of the chosen musical. The Book of Practical Cats by T.S Elliot. Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Rehearsal Techniques Repetition Application of skill through Physical exploration Continued independent study research project</p>	<p>Tier 3 Vocabulary Vault: Canon Unison Bhangra Coordination Mirroring Control Rhythm Reading Exposure: Research into different cultures and traditions Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Application of skill through Physical exploration</p>
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<p>will be interleaved into learning sequences throughout the entire Airedale Academy Dance learning journey.</p> <p>Assessment methods Low stakes quizzing using mini whiteboards Questioning Ongoing formative assessment including verbal feedback Filmed practical key assessment of own superhero performance piece applying all skills learnt</p>	<p>Character Acting Facial expressions Performance Audience</p> <p>Reading Exposure: Research of The Greatest Showman.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Application of skill through Physical exploration Do it now recall Low stakes quizzing questioning</p>	<p>how we are seen by others.</p> <p>Future Learning: Communication and Co-operation is inherent in all Dance creation and therefore will underpin (as will all the 6C's) the foundation of the students' 5-year Dance learning journey. Students will consistently go back to the question 'HOW have you worked together?' and apply their knowledge and practical explorative skills</p>	<p>use of mini whiteboard Peer and self assessment Filmed Key assessment piece at the end of the unit.</p> <p>Tier 3 Vocabulary Vault: Gesture Intention Mirroring Relationships in dance Canon and Unison Dynamics Emotion</p> <p>Reading Exposure: Case studies regarding bullying</p>		<p>Do it now recall Low stakes quizzing questioning Rehearsal techniques</p>
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<p>previous at the end of the unit against a success criteria</p> <p>Tier 3 Vocabulary Vault: Action Space Motif Dynamics Audience Canon Unison Formation Projection Reading Exposure: Key words, oracy and performance feedback. Incorporating numbers into specific activities.</p>	<p>Independent study research project</p>	<p>to the next steps on that 5-year learning journey. Once covered in Y7 this question will be interleaved into learning sequences throughout the entire Airedale Academy Dance learning journey.</p> <p>Assessment methods Ongoing formative assessment including verbal feedback Questioning Low Stakes Quizzing and use of mini whiteboard</p>	<p>Statistics regarding bullying</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Application of skill through Physical exploration Do it now recall and DIRT exercises Peer and self assessment</p>		
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<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Repeated skills practice in practical performance through activities, group work and Dance exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning</p>		<p>Filmed Key assessment piece the end of the unit</p> <p>Tier 3 Vocabulary Vault: Stimuli Motif Action Space Dynamic Levels Canon Unison Formation</p> <p>Reading Exposure: Research into vocabulary, dictionary definitions and synonyms</p>			
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Updated 07/11/23 RKelly

