

Year 7 Curriculum Overview Plan: Dance

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



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balance.	Current	communication.	techniques:		Current
perform dances	Learning:	Current	taught alongside	Key Concepts,	Learning:
using a range of	Key Concepts,	Learning:	similar themes	Knowledge &	
movement	Knowledge &	Key Concepts,	of ASBO in	Skills to be	Key Concepts,
patterns This	Skills to be	Knowledge &	drama	Embedded:	Knowledge &
topic will allow	Embedded:	Skills to be	curriculum.	To develop	Skills to be
the Performing	Application of	Embedded:	Current	understanding	Embedded:
Arts department	new found	A series of	Learning:	of musicals,	A series of
to baseline	rehearsal and	workshops to		work in an	workshops to
assess each	performance	explore	Key Concepts,	Ensemble.	explore dance
student in year	skills.	different stimuli	Knowledge &	Students will be	through a
7 to determine	Developing	used to create	Skills to be	introduced to a	variety of
their level of	creativity and	choreography,	Embedded:	musical and	different styles
Performance	confidence in	working	To develop	develop	from around the
ability. This will	small groups.	together in	choreography	ensemble skills	world.
be cross	Addition of	small groups to	that educates	including	
referenced	incorporating	create a piece of	the audience.	responding to	Bhangra
against the	singing, dancing	choreography	Creating a piece	direction, acting	a type of
departmental	and acting	created by their	based around	through and	popular music
progress	together to	team.This will	the theme of	rehearsal skills	combining
indicators and	study the	be cross	anti bullying.	through learning	Punjabi folk
the core values	musical theatre	referenced	Exploring artistic	Musical Theatre	traditions with
of the	style.	against the	purpose and	number.	Western pop
department (6		departmental	choreographic		music
Cs).	Expressive skills	progress	intent.	Ensemble	Rhythm
Current	Projection,	indicators and	There will be a	A group of	a strong, regular
Learning:	Focus, spatial	the core values	particular focus	dancers that	repeated



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Key Concepts,	awareness,	of the	on gang culture	regularly	pattern of
Knowledge &	facial	department (6	and rivalries	perform	movement or
Skills to be	expression,	Cs).	with an	together	sound
Embedded:	phrasing For	Confidence One	introduction to	Rehearsal	Style
To develop an	Duet/Trio	of the most	a cross	a practice a	
understanding	performance	significant skills	curricular link to	performance	a certain type of
of ACTIONS,	only: Musicality,	we need to be	English with	Focus	dance
SPACE,	sensitivity to	able to project	'Romeo and	The use of eyes	
DYNAMICS &	other dancers.	the best version	Juliet'.		Future
RELATIONSHIPS	Communication	of ourselves into			learning:
through the	of	the world.	Artistic purpose	Future learning:	
theme of	choreographic	Dance/Theatre	How dance is		This topic is
Superheroes	intent.	is one of the	expressed to the	Student have	designed to
and villains.	Projection	most effective	audience, the	now been	encourage
Students will	the dancer's	means to	purpose of the	exposed to a	diversity and
develop their	ability to project	develop self-	piece	new subject	cultural
performance	energy outward	confidence.	Choreographic	musical Theatre	awareness. The
and	and confidently	Co-operation	intent	which will be	development of
choreographic	so that they may	To be able to	The aim of the	continued and	dance styles and
skills through	communicate	work together	dance; what the	built upon in	how Action
learning	clear images	as part of a	choreographer	year 8 - They	Space and
repertoire and	and ideas.	team towards a	aims to	will have an	Dynamics have
exploring	Facial	common goal or	communicate	option to study	been used to
choreographic	expressions	purpose.	Gestures	this further in	identify
devices such as	facial expression	Creativity	It is when you	year 9	traditional
Canon Unison	is feelings	Builds	move a part or		dance from
and Formation		leadership and	the whole of		around the



Canon	expressed on a	communication	your body but	Assessment	world will assist
a choreographic	person's face	skills. Learning	not using your	methods	future
device or	Future learning:	to be creative	weight, e.g.	Ongoing	development of
structure in	Preparation for	and to 'think	stretching,	formative	dance styles.
which	the triple threat	outside the box'	bending and	assessment	
movements	topic next half	can set you	twisting.	including verbal	
introduced by	term. Students	apart from the		feedback	Assessment
one dancer are	begin to be able	rest of a group.	Future learning:	Questioning	methods
repeated exactly	to coordinate	Communication	Process Dance	Low Stakes	Ongoing
by subsequent	dancing with	Communication	allows students	Quizzing and	formative
dancers in turn	singing and	is using a	to learn about	use of mini	assessment
Unison	acting. It is a	combination of	issues and take	whiteboard	including verbal
Two or more	new genre of	your	lifelong skills	Peer and self	feedback
dancers	dance style	performance	into the wider	assessment	Questioning
performing the	which will be	skills to	curriculum and	Filmed Key	Low Stakes
same	built upon	communicate	wider	assessment	Quizzing and
movement at	leading up to	your ideas and	community.	piece at the end	use of mini
the same time.	different dance	intentions to an	Learning about	of the unit.	whiteboard
Formation	styles in the	audience. For	respect for each		Peer and self
any dance in	Around the	example, if you	other and	Tier 3	assessment
which a number	world topic at	are sad, you	communicating	Vocabulary	Filmed Key
of couples form	the end of year	must be able to	with kindness	Vault:	assessment
a certain	7. It will also be	communicate	are the	Ensemble	piece at the end
arrangement,	beneficial	this emotion to	foundation of	Focus	of the unit.
such as two	Particularly	the audience;	the	Rehearsal	
facing lines or a	when studying	likewise, if you	development of	Formation	
circle, and	some of the key	are happy, you	the students'	Timing	



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perform a series	practitioners in	must also be	holistic 5-year	Reading	Tier 3
of figures within	year 9 and	able to	Dance learning	Exposure:	Vocabulary
or based on that	beyond.	communicate	journey. Once	Synopsis of the	Vault:
arrangement.		that emotion.	covered in Y7	chosen musical.	Canon
Future Learning:	Assessment	Commitment	the Process	The Book of	Unison
Action Space	methods	Being resilient	Dance topics	Practical Cats by	Bhangra
and Dynamic is	Ongoing	and never giving	will be	T.S Elliot.	Coordination
the foundation	formative	up when a	interleaved into	Strategies to	Mirroring
of all Dance and	assessment	challenge may	learning	enable new	Control
therefore the	including verbal	seem hard or	sequences	concepts,	Rhythm
foundation of	feedback	difficult. Trying	throughout the	knowledge &	Reading
the students' 5-	Questioning	your best at	entire Airedale	skills to embed	Exposure:
year Dance	Low Stakes	something and	Academy Dance	in long-term	Research into
learning	Quizzing and	seeing it	learning	memory:	different
journey.	use of mini	through to the	journey.	Rehearsal	cultures and
Students will	whiteboard	end no matter		Techniques	traditions
consistently	Peer and self	what.	Assessment	Repetition	Strategies to
apply their	assessment	Control	methods	Application of	enable new
knowledge and	Filmed Key	Self-control is	Ongoing	skill through	concepts,
practical	assessment	important when	formative	Physical	knowledge &
explorative skills	piece at the end	considering	assessment	exploration	skills to embed
to the next	of the unit.	spatial	including verbal		in long-term
steps on that 5-		awareness in a	feedback	Continued	memory:
year learning	Tier 3	room. It is also	Questioning	independent	Application of
journey. Once	Vocabulary	important when	Low Stakes	study research	skill through
covered in Y7	Vault:	we evaluate	Quizzing and	project	Physical
tese techniques	Projection				exploration



will be	Character	how we are	use of mini	Do it now recall
interleaved into	Acting	seen by others.	whiteboard	Low stakes
learning	Facial	Future Learning:	Peer and self	quizzes
sequences	expressions	Communication	assessment	questioning
throughout the	Performance	and Co-	Filmed Key	Rehearsal
entire Airedale	Audience	operation is	assessment	techniques
Academy Dance	Reading	inherent in all	piece at the end	
learning	Exposure:	Dance creation	of the unit.	
journey.	Research of The	and therefore	Tier 3	
Assessment	Greatest	will underpin (as	Vocabulary	
methods Low	Showman.	will all the 6C's)	Vault:	
stakes quizzing	Strategies to	the foundation	Gesture	
using mini	enable new	of the students'	Intention	
whiteboards	concepts,	5-year Dance	Mirroring	
Questioning	knowledge &	learning	Relationships in	
Ongoing	skills to embed	journey.	dance	
formative	in long-term	Students will	Canon and	
assessment	memory:Applica	consistently go	Unison	
including verbal	tion of skill	back to the	Dynamics	
feedback	through Physical	question 'HOW	Emotion	
Filmed practical	exploration	have you		
key assessment	Do it now recall	worked	Reading	
of own	Low stakes	together?' and	Exposure:	
superhero	quizzes	apply their	Case studies	
performance	questioning	knowledge and	regarding	
piece applying		practical	bullying	
all skills learnt		explorative skills		



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previous at the	Independent	to the next	Statistics	
end of the unit	study research	steps on that 5-	regarding	
against a	project	year learning	bullying	
success criteria		journey. Once	Strategies to	
		covered in Y7	enable new	
Tier 3		this question	concepts,	
Vocabulary		will be	knowledge &	
Vault:		interleaved into	skills to embed	
Action		learning	in long-term	
Space		sequences	memory:	
Motif		throughout the	Application of	
Dynamics		entire Airedale	skill through	
Audience		Academy Dance	Physical	
Canon		learning	exploration	
Unison		journey.	Do it now recall	
Formation		Assessment	and DIRT	
Projection		methods	exercises Peer	
Reading		Ongoing	and self	
Exposure:		formative	assessment	
Key words,		assessment		
oracy and		including verbal		
performance		feedback		
feedback.		Questioning		
Incorporating		Low Stakes		
numbers into		Quizzing and		
specific		use of mini		
activities.		whiteboard		



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Strategies to	Filmed Key	
enable new	assessment	
concepts,	piece the end of	
knowledge &	the unit	
skills to embed		
in long-term	Tier 3	
memory:	Vocabulary	
Repeated skills	Vault:	
practice in	Stimuli	
practical	Motif	
performance	Action	
through	Space	
activities, group	Dynamic	
work and Dance	Levels	
exploration	Canon	
tasks. All 'Do It	Unison	
Now' tasks	Formation	
allow for recap		
and retrieval	Reading	
and promote	Exposure:	
deeper	Research into	
understanding	vocabulary,	
through 'Think	dictionary	
Ahead'	definitions and	
questioning	synonyms	



