

Year 9 Curriculum Overview Plan: Dance

Autumn 1	Autumn 2	Spring 1 and 2		Summer 1 and 2
<p>KeyTheme: Exploration Question: How can you be the ultimate dancer?</p> <p>The dancer in training</p> <p>Prior Learning: Year 7 and 8 of the learning journey formed the basis of Action space and dynamics. It also covered choreographic devices and how</p>	<p>KeyTheme: Exploration Question: How can we speak through dance?</p> <p>Dulce et decorum est</p> <p>Prior Learning Building on the contemporary dance style, the use of stimuli has gradually developed through the journey so far. Choreographic devices will be</p>	<p>Key Theme: Exploration Question: What's happening in the professional dance world?</p> <p>Mad hatters tea party</p> <p>Prior Learning Building on Dulce et decorum est, the use of language to initiate movement and intention.</p> <p>Development of contemporary and street dance styles</p>	<p>Key Theme: Exploration Question: What's happening in the professional dance world?</p> <p>Professional rep</p> <p>Prior Learning Continuation of looking into the world of performing arts.</p> <p>Building on use of stimuli, collaboration and choreographic intent.</p> <p>Understanding</p>	<p>Key Theme: Exploration Question: Can you show us what you're made of?</p> <p>A variety showcase</p> <p>Prior Learning Apply new found knowledge and skills developed in KS3 to work in a production or performance role.</p> <p>Current learning Key Concepts, Knowledge & Skills to be Embedded: Preparation for Live show case of previous or new material to be performed in the Move it dance showcase.</p>

<p>we tell a story through dance</p> <p>Current learning Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Dance workshops in the different styles of dance to develop physical and technical skills of a dancer.</p> <p>The dancer in training allows students to explore Roles and responsibilities and the health and fitness of a dancer.</p> <p>Ballet a type of dancing where carefully organised</p>	<p>built upon as will storytelling and expressive skills</p> <p>Current learning Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Based on the famous WW1 poem Linking with GCSE English Anthology.</p> <p>Opportunity to look at language to create dance and delve into historical context to initiate dynamical qualities to communicate a theme and narrative.</p> <p>Choreographic intention</p>	<p>Current learning Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Exploring the professional dance work of Zoonation's 'Mad Hatters Tea party' by Katie Prince.</p> <p>Students will learn a set sequence inspired by the work and will then add their own choreography.</p> <p>Continuous development of performance and choreography skills, students will also explore ideas surrounding Mental</p>	<p>the components of a performance</p> <p>Current learning Key Concepts, Knowledge & Skills to be Embedded:</p> <p>A continuation of professional works exploring collaborations with practitioners to create the performance.</p> <p>Appreciation of costume, lighting and set design and an insight into how the teamwork together in collaboration to create the desired effect. The students' interpretation of</p>	<p>Work in a role within a production Company, to . Plan roles; Research; Performers: Learn & rehearse material for Move it Dance showcase; Designers: Design costumes, set, props, lighting and sound. Performers and Designers collaborate</p> <p>and adapt decisions to enable all components of the performance to come together in a final rehearsal & performance or design presentation. Review a Performance.</p> <p>Review Dance performance review is a kind of written critique that is aimed at evaluating the techniques, atmosphere, and aesthetics of concert dance</p> <p>Collaboration Working with someone else on a particular project</p>
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<p>movements tell a story or express an idea.</p> <p>Contemporary Contemporary dance is a style of interpretive dance that embraces innovation, blending techniques from various genres, including classical ballet, jazz, modern dance, and lyrical dance</p> <p>Street Street jazz is a mix of fast, intricate footwork, graceful spins and acrobatic floor moves. This genre of dance works on dancer's creativity, their</p>	<p>The aim of the dance; what the choreographer aims to communicate</p> <p>Dynamics the energy, or effort, or force, or weight applied to movement over time. The element of dynamics is affected when you manipulate aspects of time.</p> <p>Theme an idea that recurs in or pervades a work of art</p> <p>Narrative A choreographic structure that follows a specific story line and</p>	<p>health issues through research and practical activities.</p> <p>Repetition A choreographic device whereby a movement or motif are repeated exactly for emphasis or to gain interest</p> <p>Fragmentation A movement is broken down into smaller units</p> <p>Characterisation a mimetic dance representing a character.</p> <p>Future learning</p>	<p>the above will be discussed and reasoning explained. The final performance will draw close to this scheme of work.</p> <p>Appreciation Dance Appreciation is an exciting exploration of how to understand and think about dance in all of its various contexts</p> <p>Practitioners A person actively engaged within the art form of dance, for example a performer or choreographer.</p>	<p>Future learning Performance opportunity to celebrate successes in the studio. This level of collaboration will be necessary for completion of the learning journey - component 3</p> <p>Key Assessment Pieces: Performers: Final Video of the class Performance and performed in front of a live audience in Move it Dance showcase . Designers: Final Presentation of ideas for the performance. Review of another group performance.</p> <p>Tier 3 Vocabulary Vault: Review. Collaboration. Subject specific terminology linked to the components of a performance.</p> <p>Reading Exposure: Own Research into the chosen variety</p>
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<p>understanding of the music and their energy, fusing traditional jazz with hip hop.</p> <p>Future learning</p> <p>These dance styles will be the focus of the next topics on the learning journey. Basic dance technique will give the students a grounding to be explored further</p> <p>Key Assessment Pieces: Key assessment is a Filmed final assessment of chosen dance technique class Audit 1</p>	<p>intends to convey specific information through that story. Narrative Ideas Dance movement that tells a story, a dance drama.</p> <p>Future learning</p> <p>This insight into choreography and group performance will initiate confidence in creating their own work further down the learning journey</p> <p>Key Assessment Pieces: Filmed key assessment of final performance piece, assessment of movement memory,</p>	<p>This will lead into component 1 of the Btec Tech award if chosen at option stages.</p> <p>The practical element will also lead into component 2 and 3</p> <p>Next topic is a continuation of this to build further knowledge</p> <p>Key Assessment Pieces: Filmed key assessment of final performance piece, assessment of movement memory, communication of intent and storytelling.</p>	<p>Repertoire</p> <p>a stock of plays, dances, or items that a company or a performer knows or is prepared to perform.</p> <p>Future learning</p> <p>This will lead into component 1 of the Btec Tech award if chosen at option stages.</p> <p>Key Assessment Pieces: The practical element will also lead into component 2</p> <p>Key Assessment Pieces: Either a Filmed key assessment of final performance piece,</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Group discussion/meetings; rehearsals; research; planning; final review.</p> <p>Performance opportunities in class for peer and self assessment.</p> <p>Rehearsal and mental skill development</p> <p>Research tasks</p> <p>Do it now recall and retrieval</p> <p>Questioning</p> <p>Mini white boards</p>
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<p>Tier 3 Vocabulary</p> <p>Vault: Contemporary Technique extension Control Stamina posture strength coordination</p> <p>Reading Exposure: Research into the origin of chosen dance style</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long- term memory</p> <p>Performance opportunities in</p>	<p>communication of intent and storytelling.</p> <p>Tier 3 Vocabulary</p> <p>Vault: Choreographic intention Language Stimuli choreography</p> <p>Reading Exposure: GCSE english anthology Dulce et decorum est poem</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long- term memory:</p>	<p>Tier 3 Vocabulary</p> <p>Vault: Repetition Fragmentation Characterisation Relationships Accumulation Formation</p> <p>Reading Exposure: Research into mental health disorders Synopsis of katie Princes Madd hatter tea party Alice in wonderland references</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long- term memory:</p>	<p>assessment of communication of intent and storytelling, or a report / presentation into the collaboration of the creative team and where their ideas stemmed from, the creative process</p> <p>Tier 3 Vocabulary</p> <p>Vault: collaboration appreciation choreographic intention practitioners</p> <p>Reading Exposure: resources pack</p>	
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<p>class for peer and self assessment.</p> <p>Rehearsal and mental skill development</p> <p>Research tasks</p> <p>Do it now recall and retrieval</p> <p>Questioning</p> <p>Mini white boards</p>	<p>Cross curricular links with English</p> <p>Using language to initiate choreography</p> <p>Research into a real life case study of a soldier.</p> <p>Performance opportunities in class for peer and self assessment.</p> <p>Rehearsal and mental skill development</p> <p>Research tasks</p> <p>Do it now recall and retrieval</p> <p>Questioning</p> <p>Mini white boards</p>	<p>Performance opportunities in class for peer and self assessment.</p> <p>Rehearsal and mental skill development</p> <p>Research tasks</p> <p>Do it now recall and retrieval</p> <p>Questioning</p> <p>Mini white boards</p>	<p>Research into creative teams approach.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Performance and/or presenting opportunities in class for peer and self assessment.</p> <p>Rehearsal and mental skill development</p> <p>Research tasks</p> <p>Do it now recall and retrieval</p> <p>Questioning</p> <p>Mini white boards</p>	
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