

Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<p><u>Performance and choreography skills</u> Year 7 Unit 1 – Video Games Students explore varied video games and how they can be used to create dance Lara croft – actions Pacman – developing space Tetris – using contact/dance relationships</p> <p>Year 7 Unit 2 – World Tour Students exploring a range of styles and the historical and social context. Exploring similarities and differences in each style. Choreographing and developing motifs suited to the style.</p>	<p><u>Performance and choreography skills</u> Year 7 Unit 3 – The Greatest showman Students to develop performance skills such as timing/ musicality/characterisation. Roles and accurate replication of</p> <p>Year 7 Unit 4 – Banksy Artwork Students will understand who Banksy is (anonymity, street art, messages). Explore how art communicates ideas. Experiment with movement inspired by graffiti shapes.</p>	<p><u>Choreography skills</u> Year 7 Unit 5/6 - Devising a dance Introducing students to devising dance from a given stimulus.</p> <p>This unit of work is designed to give students a variety of stimuli and allow them to creatively think of their responses to them. These responses will then aid the creation of choreographic phrases.</p>			
Themes	<ul style="list-style-type: none"> • Safe practice in dance • Actions – Identifying actions and developing a dance by adding actions • International Dance • Appreciation of a range of styles of dance 	<ul style="list-style-type: none"> • Developing actions and dynamics • Understanding narrative/film and a starting point to piece of choreography • Group performance skills developed • Appreciation and understand of how we can develop a piece of dance 	<ul style="list-style-type: none"> • Using stimuli • Choreographic Devices • Choreographic Approaches • Choreographic Intentions 			
Skills	<ul style="list-style-type: none"> • Spatial awareness • Coordination • Memory recall • Body alignment / Centre of gravity • Weight transference • Performance Skills 	<ul style="list-style-type: none"> • Stimulus → Theme → Movement • Symbolism in dance • Contrast and conflict • Graffiti/Street aesthetic • Characterisation & physical theatre • Group choreography and performance skills • Continuation of skills from Winter Term • Replicating dance • Analysing Dance • Learning dance from film • Replicating dance 	<ul style="list-style-type: none"> • Stimuli analysis • Teamwork • Discussion and research • Improvisation • Selection • Choreographing • Performance skills 			
Independent Learning Link	Homepage - UDO Global Dance Mat Typing for 7 - 11 year olds - BBC Bitesize	The World of Banksy: Famous Artworks by Banksy - The Artist	MoovBank UK BalletBoyz			

Year 8	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<p>Year 8 Unit 1 – The Hunger Games (Exploring actions dynamics and relationships) exploring a different aspect of the narrative each section.</p> <p>Year 8 Unit 2 – Tik Tok (Exploring actions and space) Watch popular TikTok dance trends (e.g. Renegade, Say So). - Discuss viral dances and why they're popular. - Learn a basic TikTok dance phrase (8 or 16 counts). - Develop</p>	<p>Year 8 Unit 3 - Stranger Things (Exploring actions, space, dynamics and relationships) Explore narrative as a stimulus to create a piece of choreography. Abstract and contemporary style actions in response to the 'upside down world'</p> <p>Year 8 Unit 4 – Dance through the decades This unit focuses, lindy hop, Charleston, disco, hip hop moving from one decade to another. Students have a chance to look at historical and social context of each decade</p>	<p>Year 8 Unit 5 - Zoonation 'The Madhatter' Students choose a stimulus and concept a collaborative process, research a professional dance company</p> <p>Year 8 Unit 6 Choreography Project – Exploring sound as a stimulus in duets, This unit of work is designed to give students a variety of stimuli and allow them to creatively think of their responses to them. These responses will then aid the creation of choreographic phrases.</p>			
Themes	<ul style="list-style-type: none"> • Safe dance practice • Actions – What makes a dance phrase creative? • Using narrative as a stimulus – How can we extra ideas from the hunger games into a dance • Dance relationships – Contact and over, under, round and through. • Dangers of social media v's the positive 	<ul style="list-style-type: none"> • Varied styles of dance • Appreciation of film and response to stimulus • Replication of actions • Performance Analysis • Rehearsal process and management • Performance and Reflection 	<ul style="list-style-type: none"> • Performance Analysis • Creative Collaboration • Adding Intention • Choreography 			
Skills	<p>Skills:</p> <ul style="list-style-type: none"> • Musicality • Balance • Co-ordination • Accurate replication of phrases • Teamwork, collaboration • Creativity • Motif development 	<p>Skills:</p> <ul style="list-style-type: none"> • Continuation of skills from Winter Term • Dance repertoire • Analysing Dance • Learning dance from film • Replicating dance • Performance Skills 	<p>Skills:</p> <ul style="list-style-type: none"> • Stimuli analysis • Teamwork • Discussion and research • Choreographing • Performance skills 			
Independent Learning Link	Bing Videos		Dance Through the Decades		Resource Archive - ZooNation	

Year 9	10 Week Rotational Carousel First Block (5 Weeks)	10 Week Rotational Carousel Second Block (5 Weeks)
Knowledge	<p>Urban Dance – Boy Blue Entertainment <i>Reintroducing the fundamentals of dance, whilst teaching students a phrase of movement devoid of any stimulus, quality or musical interpretation.</i></p> <p><i>This unit of work is designed to teach students a phrase of movement that they can memorise and perform alone. Once performed they will watch back their performances to start critically analysing themselves. Coming to the end of the unit students will be given various pieces of music to perform to, allowing them to add their own expression and quality resulting in choosing a piece of music that resonates with them.</i></p> <p><i>The unit of work for Year 9, paired with the structure of the timetable, gives the students an insight into what GCSE Dance would be.</i></p>	<p>Carnival – A Linha Curva <i>Students will build upon the performances in the first block and transform them into duo or trio performances.</i></p> <p><i>This unit of work is designed to teach students the understanding of teamwork in a performance, when not all students are performing the same routine. Using the original solo phrase as a base, students will be facilitated to use the music they have chosen to understand the choreographic intent. Students will then be asked to devise additional material for the routine to ensure they create an original dance performance. Again, through this process students will be asked to critically analyse their work.</i></p> <p><i>The unit of work for Year 9, paired with the structure of the timetable, gives the students an insight into what GCSE Dance would be.</i></p>
Themes	<ul style="list-style-type: none"> • Choreography skills • Performance skills • Understanding of urban dance culture and history • Video clips of urban dance styles (hip-hop, popping, locking, waacking, breaking) • Hip-hop/urban music playlist 	<ul style="list-style-type: none"> • Cultural context of Brazilian Carnival • Elements of A <i>Linha Curva</i> (motifs, grid structure, improvisation) • Group choreography and formations • Use of space, timing, energy, and performance skills
Grammar	<p>Accurate replication of the following dance styles, hip hop</p> <ul style="list-style-type: none"> • krumping • locking and popping • breaking • animation • waacking techniques. 	<ul style="list-style-type: none"> • Choreographic Intention • Choreographic Approach • Self-Reflection
Independent Learning Link	<p>https://www.youtube.com/watch?v=TkZjeiBNBIM https://rambert.org.uk/ https://www.phoenixdancetheatre.co.uk/</p>	<p>https://www.rbo.org.uk/about/the-royal-ballet https://www.stopgapdance.com/ https://www.jamescousinscompany.com/ https://www.boyblue.co.uk/</p>