



Dance Overview – Year 7

Dance is taught within the Performing Arts Department, offering students the opportunity to explore a range of exciting disciplines, both historical and contemporary. Key Stage students receive two hours of dance lessons per fortnight.

| | Autumn 1 | Autumn 2 | Spring 1 |
|---------------------------|---|---|--|
| Topic(s) | Introduction to Dance | <i>The Nutcracker</i> by Matthew Bourne | Passport |
| Topic Objectives | To develop an understanding of the six basic dance actions and how they can be used to choreograph movement sequences, including the use of unison, while improving performance skills, applying them effectively in performance, and learning to appreciate and analyse the choreography and performances of others. | To develop a basic knowledge and understanding of Matthew Bourne's <i>Nutcracker</i> , including key motifs, dynamics, and characterisation, and to use this knowledge to choreograph and perform original sequences (such as Gobstopper and Marshmallow) with confidence, ensuring that characterisation is effectively demonstrated. | To explore dance from different cultures around the world, developing knowledge of traditional styles and movements, and to create, choreograph, and perform original sequences both individually and in groups, using levels, dynamics, expression, and appropriate cultural performance skills. |
| Acquired Knowledge/Skills | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Understand the six basic dance actions -Understand the choreographic device; unison -Recognise key performance skills used in dance (e.g. focus, facial expression, timing) <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Perform the 6 basic dance actions with control -Use the basic actions to choreograph a motif -Apply unison effectively within choreography -Demonstrate improved performance skills -Perform with increased confidence -Observe and appreciate others' performances -Provide simple analysis and feedback -Reflect on own performance | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Basic understanding of Matthew Bourne's <i>Nutcracker</i>, including story, themes, and motifs -Awareness of dynamics and characterisation and how this can convey meaning <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Learn and perform selected motifs from Matthew Bourne's <i>Nutcracker</i> -Apply dynamics effectively in movement -Demonstrate characterisation confidently -Choreograph original sequences -Perform individual and group choreography with expressive intention and confidence -Observe and respond to peers' performances | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Basic understanding of different dance styles and traditions from around the world -Knowledge of cultural context and significance -Awareness of relevant performance skills <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Learn and perform set phrases or movements from traditional dances -Apply levels, dynamics, and expression -Create original choreography individually and in groups inspired by traditional dances -Demonstrate appropriate cultural performance skills in choreography -Perform dances with confidence and creativity |
| Assessments | <p>Type: Performance-based assessment</p> <p>Format: Group performance/choreography task</p> <p>Timing: End of half term/topic</p> <p>Focus:</p> <ul style="list-style-type: none"> -Accurate use of the six basic dance actions -Effective inclusion of unison -Demonstration of performance skills -Group collaboration and synchronisation -Overall structure and clarity of choreography | <p>Type: Performance-based assessment</p> <p>Format: Group performance/choreography task</p> <p>Timing: End of half term/topic</p> <p>Focus:</p> <ul style="list-style-type: none"> -Accurate and expressive use of motifs -Effective application of dynamics and characterisation -Performance quality including confidence, expression, and engagement with audience | <p>Type: Performance-based assessment</p> <p>Format: Group performance/choreography task</p> <p>Timing: End of half term/topic</p> <p>Focus:</p> <ul style="list-style-type: none"> -Accurate execution of set phrases or motifs -Effective use of levels, dynamics, expression -Creativity in original choreography -Demonstration of cultural performance skills -Overall performance quality |

| | Spring 2 | Summer 1 | Summer 2 |
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| Topic(s) | Street Dance | James Bond | Lindy Hop |

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| Topic Objectives | To develop an understanding of Street and Hip Hop dance as a genre, including its historic and cultural origins in 1970s New York, its evolution from Old School to commercial styles, and to apply this knowledge by creating and performing original movement sequences. | To develop an understanding of freeze frames, action/reaction and spatial awareness, while creating and performing original sequences inspired by the James Bond theme, using compositional skills, body control, and basic performance techniques. | To develop knowledge and understanding of the Lindy Hop dance style, including key techniques, performance qualities, and contact work, and to create, choreograph, and perform original movement sequences while developing trust, interpersonal skills and safe physical partnering |
| Acquired Knowledge/Skills | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Understanding of Street Dance and Hip Hop -Knowledge of the historic and cultural origins -Awareness of the evolution from Old School to commercial dance -Understanding of technical elements in Street Dance, including rhythm, coordination and timing -Awareness of how action words and stimuli can inspire movement vocabulary <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Perform Street Dance movements with accuracy, timing, and control -Develop and refine technical sequences -Use action words as a stimulus to create original movement vocabulary -Choreograph short sequences inspired by Street Dance styles -Perform sequences with expression, confidence, and musicality | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Understanding of freeze frames, action/reaction, and spatial awareness -Knowledge of the benefits of dance for a healthy, active lifestyle, including flexibility, coordination, and timing -Awareness of body engagement techniques, including “over, under, and through” -Understanding of basic compositional principles <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Develop compositional ideas based on a theme -Perform sequences with control, coordination, and timing -Incorporate over, under, and through movements to enhance choreography -Demonstrate basic performance skills such as focus, projection and timing -Observe and evaluate peers’ performances | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Understanding of the Lindy Hop genre, including its history, style, and key techniques -Awareness of performance qualities, such as focus, projection, and energy -Knowledge of contact work principles, including support, non-weight bearing, and counterbalance -Understanding of safety and responsibility when working in partnered or group dance <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Perform Lindy Hop movements with correct technique and style -Apply performance qualities effectively -Develop original movement vocabulary appropriate to the Lindy Hop style -Demonstrate contact work skills, including support, counterbalance and weight-sharing -Work collaboratively to develop trust, rapport, and interpersonal skills |
| Assessments | <p>Type: Performance-based assessment</p> <p>Format: Group performance/choreography task</p> <p>Timing: End of half term/topic</p> <p>Focus:</p> <ul style="list-style-type: none"> -Accuracy and technical control in Street Dance -Effective use of rhythm and timing -Creativity and originality in choreography -Performance quality including expression, confidence, and engagement | <p>Type: Performance-based assessment</p> <p>Format: Group performance/choreography task</p> <p>Timing: End of half term/topic</p> <p>Focus:</p> <ul style="list-style-type: none"> -Use of compositional techniques -Performance quality, including control, expression, and coordination -Creativity and originality in choreography | <p>Type: Performance-based assessment</p> <p>Format: Group performance/choreography task</p> <p>Focus:</p> <ul style="list-style-type: none"> -Technical accuracy in Lindy Hop steps -Effective use of performance qualities (focus, projection, energy) -Safe and confident execution of contact work -Creativity and originality in choreography -Collaboration, trust, and group dynamics |
| Citizenship | <p>PSHE Development:</p> <p>Teamwork & Collaboration: Working in groups to choreograph and perform develops communication and cooperation and respect for others’ ideas</p> <p>Confidence & Self-Esteem: Performing in front of peers helps students build self-confidence and overcome stage anxiety.</p> <p>Empathy & Appreciation: Observing and providing feedback on others’ performances encourages understanding and valuing different abilities</p> <p>Responsibility & Accountability: Taking ownership of their part in group choreography fosters responsibility and reliability.</p> <p>Resilience & Growth Mindset: Learning new movements, receiving feedback, and refining performances develops perseverance</p> <p>Emotional Expression: Using dance to express ideas and emotions supports emotional literacy and healthy self-expression.</p> <p>Social Awareness: Understanding group dynamics and negotiating ideas promotes positive social interactions and conflict resolution skills.</p> | | |

Careers Education:

Teamwork & Collaboration Skills: Working in group choreography mirrors skills needed in many careers
 Communication Skills: Explaining ideas, giving/receiving feedback, and performing confidently develops verbal and non-verbal communication skills
 Creativity & Innovation: Choreographing sequences fosters creative thinking, problem-solving, and innovation-skills
 Time Management & Organisation: Planning a sequence and preparing for performance teaches planning, meeting deadlines, and prioritising tasks.
 Self-Presentation & Confidence: Performing in front of peers builds confidence, poise, and presentation skills relevant for interviews, public speaking
 Analytical & Reflective Skills: Observing, analysing, and evaluating performances develops critical thinking skills
 Exposure to Performing Arts Careers: Students learn about roles in dance and the wider arts sector (dancer, choreographer, dance teacher etc)

Fundamental British Values:

Democracy: Students have a say in group choreography decisions, voting on ideas or movement choices, and negotiating creative input collaboratively.
 Rule of Law: Following rules in rehearsal spaces, respecting safety guidelines, and understanding boundaries in group performance
 Individual Liberty: Students are encouraged to express themselves creatively through movement and explore personal ideas in choreography
 Mutual Respect & Tolerance: Working in diverse groups teaches respect for different abilities, backgrounds, and creative opinions.

SMSC Development:

Spiritual: Students explore self-expression through movement and reflect on emotions or ideas conveyed in dance.
 Moral: Students learn to take responsibility for their contribution to group work and make ethical choices in collaboration, respecting others' ideas
 Social: Working in groups develops teamwork, cooperation, and communication skills.
 Cultural: Exposure to different dance styles and movement ideas promotes understanding and appreciation of diverse cultural traditions.

Dance Overview – Year 8



Dance is taught within the Performing Arts Department, offering students the opportunity to explore a range of exciting disciplines, both historical and contemporary. Key Stage students receive two hours of dance lessons per fortnight.

| | Autumn 1 | Autumn 2 | Spring 1 |
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| Topic(s) | Horror - Thriller by Micheal Jackson - Ghost Dances by Christopher Bruce | Stimulus (Winter themed) | Swansong by Christopher Bruce |
| Topic Objectives | To develop skills in analysing and comparing professional dance works, apply choreographic knowledge, and create and perform original sequences within the horror genre, incorporating performance skills to enhance the final performance. | To explore how different stimuli can inspire dance, develop motifs through action, space, dynamics, and relationships, and choreograph and perform original sequences that clearly reflect the chosen stimulus | To develop an understanding of Christopher Bruce's Swansong and its themes, particularly bullying, and to use this as a stimulus to choreograph and perform anti-bullying dances, applying motif development, action, space, dynamics, and relationships. |
| Acquired Knowledge/Skills | <u>Knowledge Acquired</u> -Understanding of how to analyse and compare -Knowledge of choreographic skills/ devices -Awareness of performance skills, including projection, expression, and timing | <u>Knowledge Acquired</u> -Understanding of how different stimuli (picture, poem, object, music) can inspire choreography -Knowledge of motif development through action, space, dynamics, and relationships | <u>Knowledge Acquired</u> -Understanding of Christopher Bruce's Swansong and its thematic link to bullying -Knowledge of how professional dance works can be used as a stimulus for choreography |

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| | <ul style="list-style-type: none"> -Understanding of costume and lighting and how they enhance dance performance -Knowledge of the horror genre in dance and how movement conveys mood, theme, narrative <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Compare and discuss similarities and differences between professional dance works -Perform teacher-taught sequences accurately -Choreograph original movement sequences -Apply performance skills, including expression, focus, and timing, effectively -Perform with confidence and communicate narrative or emotion to an audience | <ul style="list-style-type: none"> -Awareness of how to structure choreography to reflect a chosen stimulus <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Explore and generate movement ideas inspired by a range of stimuli -Develop motifs and short sequences using action, space, dynamics, and relationships -Choreograph original sequences inspired by a chosen stimulus -Perform sequences with expression, clarity, and intention -Observe and evaluate peers' choreography | <ul style="list-style-type: none"> -Understanding of motif development through action, space, dynamics, and relationships -Awareness of collaborative choreography processes and group dynamics <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Analyse and discuss themes and motifs within a professional dance work -Choreograph sequences inspired by <i>Swansong</i> -Apply motif development techniques -Use action, space, dynamics, and relationships effectively in movement -Perform sequences with expression, confidence, and clarity |
| Assessments | <p>Type: Performance-based assessment Format: Group performance/choreography task Timing: End of topic / end of half-term Focus:</p> <ul style="list-style-type: none"> -Application of choreographic skills -Accurate execution of teacher-taught motifs -Effective use of performance skills -Overall performance quality | <p>Type: Performance-based assessment Format: Group performance/choreography task Timing: End of topic / end of half-term Focus:</p> <ul style="list-style-type: none"> -Creativity and originality in movement -Application of motif development principles -Ability to communicate the link between stimulus and movement | <p>Type: Performance-based assessment Format: Individual or group performance Timing: End of topic / end of half-term Focus:</p> <ul style="list-style-type: none"> -Application of motif development, action, space, dynamics, and relationships -Creativity and originality in choreography -Performance quality |

| | Spring 2 | Summer 1 | Summer 2 |
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| Topic(s) | Bollywood/Bhangra | Merce Cunningham's Chance Technique | Contact Duets |
| Topic Objectives | To develop a basic knowledge and understanding of Bollywood/Bhangra dance, including their origins, stylistic characteristics, and key techniques, and to learn, choreograph and perform motifs with accuracy, fluency, control, and clear stylistic intention. | To develop technical skills and an understanding of choreography using chance methods, including sequence and structure, and to analyse Merce Cunningham's work while creating and performing original sequences inspired by the chance technique. | To develop an understanding of contact work in dance, including support, non-weight bearing, and counterbalance, while building trust, interpersonal skills, and characterisation, and applying these safely and confidently in partnered choreography. |
| Acquired Knowledge/Skills | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Understanding of Christopher Bruce's <i>Swansong</i> and its thematic link to bullying -Knowledge of how professional dance works can be used as a stimulus for choreography -Understanding of motif development through action, space, dynamics, and relationships -Awareness of collaborative choreography processes and group dynamics <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Analyse and discuss themes and motifs within a professional dance work -Choreograph sequences inspired by <i>Swansong</i> -Apply motif development techniques | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Basic understanding of Bollywood and Bhangra genres, including origins -Recognition of key stylistic characteristics and movement vocabulary -Knowledge of performance skills required for style, including accuracy, fluency, and control -Understanding of mudras (hand gestures) and their significance in these styles <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Learn/perform motifs from Bollywood/ Bhangra -Apply stylistic characteristics accurately -Demonstrate performance skills, including accuracy, fluency, and control -Incorporate mudras effectively within motifs | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Understanding of contact work principles: support, non-weight bearing and counterbalance -Awareness of the importance of trust and responsibility in partnered work -Knowledge of how characterisation can be used to enhance dance performance -Understanding of safe physical techniques for bearing weight and movement through touch <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Apply contact work techniques safely and effectively in partnered sequences -Demonstrate trust, rapport, and cooperation -Develop physical strength and control to support and move with others |

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| | <ul style="list-style-type: none"> -Use action, space, dynamics, and relationships effectively in movement -Perform sequences with expression, confidence, and clarity | <ul style="list-style-type: none"> -Choreograph original sequences -Perform sequences with expression, confidence, and stylistic intention | <ul style="list-style-type: none"> -Choreograph short partnered sequences using contact work -Observe and evaluate peers' performances |
| Assessments | <p>Type: Performance-based assessment Format: Group performance/choreography task Timing: End of topic / end of half-term Focus:</p> <ul style="list-style-type: none"> -Accuracy and fluency in performing set motifs -Effective use of Bollywood/Bhangra stylistic characteristics and mudras -Creativity and originality in choreography -Performance quality including expression, confidence, and control | <p>Type: Performance-based assessment Format: Group performance/choreography task Timing: End of topic / end of half-term Focus:</p> <ul style="list-style-type: none"> -Accurate execution of technical skills -Effective use of chance methods -Coherent sequence and structure -Creativity/originality inspired by Cunningham -Performance quality, including expression and engagement | <p>Type: Performance-based assessment Format: Paired/duet performance Timing: End of topic / end of half-term Focus:</p> <ul style="list-style-type: none"> -Safe and effective use of support, non-weight bearing, and counterbalance -Demonstration of trust, cooperation, and interpersonal skills -Technical control, strength, and confidence |
| Citizenship | <p>PSHE Development: Teamwork & Collaboration: Working in groups to choreograph and perform develops communication and cooperation and respect for others' ideas Confidence & Self-Esteem: Performing in front of peers helps students build self-confidence and overcome stage anxiety. Empathy & Appreciation: Observing and providing feedback on others' performances encourages understanding and valuing different abilities Responsibility & Accountability: Taking ownership of their part in group choreography fosters responsibility and reliability. Resilience & Growth Mindset: Learning new movements, receiving feedback, and refining performances develops perseverance Emotional Expression: Using dance to express ideas and emotions supports emotional literacy and healthy self-expression. Social Awareness: Understanding group dynamics and negotiating ideas promotes positive social interactions and conflict resolution skills.</p> <p>Careers Education: Teamwork & Collaboration Skills: Working in group choreography mirrors skills needed in many careers Communication Skills: Explaining ideas, giving/receiving feedback, and performing confidently develops verbal and non-verbal communication skills Creativity & Innovation: Choreographing sequences fosters creative thinking, problem-solving, and innovation-skills Time Management & Organisation: Planning a sequence and preparing for performance teaches planning, meeting deadlines, and prioritising tasks. Self-Presentation & Confidence: Performing in front of peers builds confidence, poise, and presentation skills relevant for interviews, public speaking Analytical & Reflective Skills: Observing, analysing, and evaluating performances develops critical thinking skills Exposure to Performing Arts Careers: Students learn about roles in dance and the wider arts sector (dancer, choreographer, dance teacher etc)</p> <p>Fundamental British Values: Democracy: Students have a say in group choreography decisions, voting on ideas or movement choices, and negotiating creative input collaboratively. Rule of Law: Following rules in rehearsal spaces, respecting safety guidelines, and understanding boundaries in group performance Individual Liberty: Students are encouraged to express themselves creatively through movement and explore personal ideas in choreography Mutual Respect & Tolerance: Working in diverse groups teaches respect for different abilities, backgrounds, and creative opinions.</p> <p>SMSC Development: Spiritual: Students explore self-expression through movement and reflect on emotions or ideas conveyed in dance. Moral: Students learn to take responsibility for their contribution to group work and make ethical choices in collaboration, respecting others' ideas Social: Working in groups develops teamwork, cooperation, and communication skills. Cultural: Exposure to different dance styles and movement ideas promotes understanding and appreciation of diverse cultural traditions.</p> | | |



Dance Overview – Year 9

Dance is taught within the Performing Arts Department, offering students the opportunity to explore a range of exciting disciplines, both historical and contemporary. Key Stage students receive two hours of dance lessons per fortnight.

| | Autumn 1 | Autumn 2 | Spring 1 |
|---------------------------|---|--|---|
| Topic(s) | Emancipation of Expressionism | Musical Theatre – <i>Hamilton and Hairspray</i> | Capoeira |
| Topic Objectives | To develop knowledge and appreciation of <i>Emancipation of Expressionism</i> and its choreographic style, and to choreograph and perform original group sequences using key movement material and choreographic devices inspired by the work, while exploring contrasting movement in the style of contemporary Hip-Hop fusion. | To explore and appreciate the style of musical theatre dance, including contrasting works such as <i>Hamilton and Hairspray</i> , and to develop and apply performance skills in teacher-taught routines and small group work while reflecting on and evaluating the work of self and others. | To develop a basic knowledge and understanding of Capoeira, including its origins and key features, and to perform, choreograph, and evaluate sequences using Capoeira movement vocabulary while applying performance skills, coordination, spatial awareness, and group dynamics. |
| Acquired Knowledge/Skills | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Understanding key features of <i>Emancipation of Expressionism</i> -Knowledge of fusion between contemporary and Hip-Hop dance -Understanding of choreographic devices and how they are used to structure a dance -Awareness of contrasting movement qualities <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Analyse a professional dance work, identifying key stylistic and choreographic features -Choreograph movement inspired by the work -Apply choreographic devices such as repetition, unison, canon, and contrast -Develop and perform contrasting movement in the style of contemporary Hip-Hop fusion | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Understanding of musical theatre, including key characteristics of <i>Hamilton and Hairspray</i> -Awareness of performance skills required for musical theatre, such as timing, projection, expression, and musicality -Knowledge of resources and techniques used to improve performance in rehearsal spaces <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Perform teacher-taught musical theatre routines accurately and expressively -Apply basic performance skills including timing, focus, projection, and musicality -Work effectively in small groups -Develop confidence, expression, and teamwork in performance | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Basic understanding of Capoeira origins, history, and cultural significance -Knowledge of key Capoeira movements/vocab -Awareness of spatial awareness in dance, including personal and group space -Understanding of performance skills, including coordination, control, balance and accuracy <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Perform a range of Capoeira movements with control and accuracy -Apply coordination, balance, and precision -Choreograph original sequences -Perform in unison with a group and demonstrate group spatial awareness -Demonstrate performance skills |
| Assessments | <p>Type: Performance-based assessment</p> <p>Format: Group performance/ choreography task</p> <p>Timing: End of topic / end of half-term</p> <p>Focus:</p> <ul style="list-style-type: none"> -Accurate application of key movement material and choreographic devices -Ability to choreograph contrasting movement -Performance quality including expression, timing, and cohesion -Creativity and originality in choreography | <p>Type: Performance-based assessment</p> <p>Format: Group performance/ choreography task</p> <p>Timing: End of topic / end of half-term</p> <p>Focus:</p> <ul style="list-style-type: none"> -Accuracy and fluency in performing teacher-taught routines -Application of performance skills (timing, projection, expression, musicality) -Collaboration and improvement in group work -Ability to appreciate and evaluate peers' work | <p>Type: Performance-based assessment</p> <p>Format: Group performance/ choreography task</p> <p>Timing: End of topic / end of half-term</p> <p>Focus:</p> <ul style="list-style-type: none"> -Accurate and confident execution of Capoeira movements -Use of spatial awareness and group unison -Creativity and originality in choreography -Application of performance skills (control, balance, precision, expression) |

| | Spring 2 | Summer 1 | Summer 2 |
|---------------------------|--|---|--|
| Topic(s) | Bob Fosse – Use of props | <i>Block</i> by Motionhouse | Own Choreography |
| Topic Objectives | To develop an understanding of Bob Fosse’s style and the use of props in dance, explore professional examples of Fosse’s choreography, and create and perform original sequences using props while applying performance skills, dynamics, levels, and structured choreography. | To develop physical and mental capacity, performance skills, and safety awareness while exploring techniques used in ‘ <i>Block</i> ’ by <i>Motionhouse</i> , creating choreography that incorporates canon, unison, and motifs inspired by everyday activities. | To consolidate knowledge and skills developed throughout KS3, applying key choreography concepts, dance techniques, and performance skills to create and perform original sequences of their choice, preparing students for KS4 dance. |
| Acquired Knowledge/Skills | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Understanding of Fosse’s choreographic style and how props are used in his work -Awareness of professional prop-based dance works and their theatrical impact -Knowledge of performance skills including focus, projection, and suspension -Understanding of choreographic structure and how props enhance movement and storytelling <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Use props as a stimulus to develop original movement vocabulary in the Fosse style -Choreograph sequences incorporating props, dynamics, levels, and structured choreography -Perform with focus, projection, and suspension while integrating props -Demonstrate coordination, timing, and spatial awareness in Fosse-inspired movement -Observe, evaluate, and appreciate peers’ performances | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Understanding of Motionhouse dance style, including the professional work <i>Block</i> and its key techniques -Knowledge of physical and mental demands in dance and the importance of safety -Understanding of canon and unison -Awareness of how to adapt everyday movements into dance motifs <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Apply Motionhouse techniques from <i>Block</i> in performance and choreography -Safely perform physically demanding movements -Develop choreography using canon, unison, and motif development -Adapt everyday movements into creative dance sequences -Demonstrate control, coordination, and confidence in group and individual work | <p><u>Knowledge Acquired</u></p> <ul style="list-style-type: none"> -Understanding of choreography concepts: motif development, travel, levels, turns, gestures, jumps, rolls, and stillness -Awareness of dance rehearsal and technique -Knowledge of health and safety in dance -Understanding of collaborative processes -Awareness of how skills from previous units can be integrated into a cohesive choreography <p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> -Consolidate and apply foundational and advanced dance skills learned throughout KS3 -Generate, develop, and perform original choreography individually and collaboratively -Apply technique, dynamics, expressive performance skills, and choreographic devices - Demonstrate responsibility and collaboration -Incorporate elements from previous KS3 units -Develop confidence and independence in creating dance sequences of their choice |
| Assessments | <p>Type: Performance-based assessment</p> <p>Format: Group performance/ choreography task</p> <p>Timing: End of topic / end of half-term</p> <p>Focus:</p> <ul style="list-style-type: none"> -Creative and effective use of props in choreography reflecting Fosse style -Application of dynamics, levels, sequences -Demonstration of performance skills -Originality and clarity in movement vocabulary | <p>Type: Performance-based assessment</p> <p>Format: Group performance/ choreography task</p> <p>Timing: End of topic / end of half-term</p> <p>Focus:</p> <ul style="list-style-type: none"> -Accurate and safe execution of movements -Use of canon, unison, and motif development -Adaptation of everyday movements into dance -Demonstration of physical capacity -Creativity, expression, and clarity | <p>Type: Performance-based assessment</p> <p>Format: Group performance/ choreography task</p> <p>Timing: End of topic / end of half-term</p> <p>Focus:</p> <ul style="list-style-type: none"> -Integration of KS3-learned skills -Creativity and originality in movement -Application of performance skills -Effective collaboration and contribution -Performance quality including expression, timing, and confidence |
| Citizenship | <p>PSHE Development:</p> <p>Teamwork & Collaboration: Working in groups to choreograph and perform develops communication and cooperation and respect for others’ ideas</p> <p>Confidence & Self-Esteem: Performing in front of peers helps students build self-confidence and overcome stage anxiety.</p> <p>Empathy & Appreciation: Observing and providing feedback on others’ performances encourages understanding and valuing different abilities</p> <p>Responsibility & Accountability: Taking ownership of their part in group choreography fosters responsibility and reliability.</p> <p>Resilience & Growth Mindset: Learning new movements, receiving feedback, and refining performances develops perseverance</p> | | |

Emotional Expression: Using dance to express ideas and emotions supports emotional literacy and healthy self-expression.

Social Awareness: Understanding group dynamics and negotiating ideas promotes positive social interactions and conflict resolution skills.

Careers Education:

Teamwork & Collaboration Skills: Working in group choreography mirrors skills needed in many careers

Communication Skills: Explaining ideas, giving/receiving feedback, and performing confidently develops verbal and non-verbal communication skills

Creativity & Innovation: Choreographing sequences fosters creative thinking, problem-solving, and innovation-skills

Time Management & Organisation: Planning a sequence and preparing for performance teaches planning, meeting deadlines, and prioritising tasks.

Self-Presentation & Confidence: Performing in front of peers builds confidence, poise, and presentation skills relevant for interviews, public speaking

Analytical & Reflective Skills: Observing, analysing, and evaluating performances develops critical thinking skills

Exposure to Performing Arts Careers: Students learn about roles in dance and the wider arts sector (dancer, choreographer, dance teacher etc)

Fundamental British Values:

Democracy: Students have a say in group choreography decisions, voting on ideas or movement choices, and negotiating creative input collaboratively.

Rule of Law: Following rules in rehearsal spaces, respecting safety guidelines, and understanding boundaries in group performance

Individual Liberty: Students are encouraged to express themselves creatively through movement and explore personal ideas in choreography

Mutual Respect & Tolerance: Working in diverse groups teaches respect for different abilities, backgrounds, and creative opinions.

SMSC Development:

Spiritual: Students explore self-expression through movement and reflect on emotions or ideas conveyed in dance.

Moral: Students learn to take responsibility for their contribution to group work and make ethical choices in collaboration, respecting others' ideas

Social: Working in groups develops teamwork, cooperation, and communication skills.

Cultural: Exposure to different dance styles and movement ideas promotes understanding and appreciation of diverse cultural traditions.