Dream Reach Achieve

Whittington Green School – Dance

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Curriculum Intent

Dance is essential to developing a holistic, confident, pupil with knowledge of the wider world and context. A high-quality dance education should engage and inspire pupils to develop a love of dance, creativity and movement. It should nurture their talent as performers and increase their self-confidence, creativity and sense of achievement. Dance also develops the overall individual student, addressing historical, social and political context, a variety of culture and diversity, and discussing sensitive and challenging topics. As pupils progress, they should develop a critical engagement with dance, allowing them to perform, choreograph movement, and review own and peer work providing constructive feedback to allow them to develop their own learning.

Aims

The national curriculum for Dance aims to ensure that all pupils:

Pupils should be taught to perform dances using advanced dance techniques within a range of dance styles and forms.

Pupils should develop their confidence and interest to get involved in exercise, sport and activities.

Pupils should become more competent, confident and expert in their techniques. They should understand what makes a performance effective and how to apply these principles to their own and others' work.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Subject Content

Pupils will build on their previous knowledge and skills through performing, choreographing and evaluating. Pupils will develop their physical, technical, expressive and choreographic skills in practical lessons, through studying a variety of dance styles and professional works. Pupils will develop their creativity and confidence through performing and creating their own work. Pupils will learn about the wider context of professional works, addressing historical, social and political issues. Pupils will be encouraged to discuss, share and understand opinions, perspectives and viewpoints, making them a well-rounded, holistic individual.

YEAR 7

Subject Content

Pupils will build on their previous knowledge and skills through performing, choreographing and evaluating. Pupils will develop their physical, technical, expressive and choreographic skills in practical lessons, through studying a variety of dance styles and professional works. Pupils will develop their creativity and confidence through performing and creating their own work. Pupils will learn about the wider context of professional works, addressing historical, social and political issues. Pupils will be encouraged to discuss, share and understand opinions, perspectives and viewpoints, making them a well-rounded, holistic individual.

Term/Unit	Topic Overview/ Content	Learning Expectation / Concepts and Skills	Recall and review of past learning	National Curriculum Target	Key Vocabulary
Autumn Term 1/2	Dance Fitness	This unit of work aims to introduce pupils to dance and develop their previous knowledge from PE and KS2 education. This unit of work aims to gradually introduce pupils to dance, especially those who may not have experienced dance before. Pupils will look at the 3 stages- cardiovascular, dynamic and static stages of a warmup, the purpose of a warmup and why we participate in exercise. Pupils will choreograph their own dance fitness routine and learn the basic skills required to create a dance routine. Pupils will develop their own creative ideas and performance skills. Pupils will also complete terminology and definition tests to embed their knowledge and understanding. Pupils will evaluate their own progress through self and peer assessment. At the end of the unit pupils will complete a practical assessment where they will perform in small groups.	Knowledge of a warmup from PE lessons. Knowledge of why we exercise. An awareness of timing.	All units of work link to the national curriculum stated above.	**Dancer-** The person who is performing movements. **Choreography-** The sequence of steps or movements. **Timing-** The use of counts to match the movement. **Focus-** Use of the eyes to enhance the performance. **Accuracy-** The precision of the movements. **Posture-** Correct alignment of the body. **Canon-** Performing a movement one after each other. **Unison-** Performing a movement at the same time as other dancers. **Movement-** The action in a choreography. **Performance-** Presenting the movement to an audience.
Autumn Term 1/2	Pantomime	This unit of work looks at the elements of a pantomime, the types of character used in a pantomime, and different dance styles and routines, used in a pantomime. Pupils will look at freeze frames, facial expressions, showstopper performances, jazz dance, gesture and WOW choreography. Pupils will develop their own creative ideas and performance skills. Pupils will also complete terminology and definition tests to embed their knowledge and understanding. Pupils will evaluate their	Knowledge of a Pantomime. Watched a Pantomime. Knowledge of Fairytales.	All units of work link to the national curriculum stated above.	**Pantomime-** A type of British theatre which involves music, comedy, dance and song, and is usually based around a fairytale story. **Gesture-** A movement which communicates an idea or meaning. **Body Language-** Using posture to communicate an emotion.

		own progress through self and peer assessment. At the end of the unit pupils will complete a practical assessment where they will perform in small groups.	Knowledge of different characters in fairytales. All terminology and definitions from previous unit of work.		**Accuracy-** The precision of movements. **Choreography-** The sequence of steps or movements. **Rehearsal-** A practice of a performance. **Timing-** The use of counts to match the movement. **Fairy Tale-** A story about magical and imaginary beings. **Jazz Dance-** A theatrical, upbeat, rhythmic style of dance. **Facial Expression-** Communicating an emotion using the face.
Spring Term 3/4	Matilda The Musical	This unit of work looks at Musical Theatre elements. Pupils will recap the story of Matilda, understand the characters and use of gestures and levels used to portray these characters. Pupils will look at the style of dance used in the musical, freeze frames and gestures in order to create their own choreography. Pupils will also be introduced to a prop and how this can be used in dance choreography. Pupils will develop their own creative ideas and performance skills. Pupils will also complete terminology and definition tests to embed their knowledge and understanding. Pupils will evaluate their own progress through self and peer assessment. At the end of the unit pupils will complete a practical assessment where they will perform in small groups.	Knowledge of the story of Matilda. Knowledge of the characters in the story of Matilda. Terminology and definitions from previous unit of work such as accuracy, choreography, rehearsal, facial expression.	All units of work link to the national curriculum stated above.	**Gesture-** A movement which communicates an idea or meaning. **Facial Expression-** Communicating an emotion using the face. **Character-** A person in a novel, play or film. **Posture-** The way you hold your body. **Body Language-** The way you hold your body to communicate an emotion or feeling. **Canon-** Performing a movement one after another. **Levels-** The height a movement is performed on.

					Musical- A performance involving song, dance and drama. **Dynamics-** How a movement is performed for example sharp. **Extension-** Lengthening a joint or muscle in a limb.
Spring Term 3/4	Breakdance	This unit of work introduces pupils to breakdance and its origin. Pupils will explore the style of dance including freezes and balances, tutting, threading and tricks. Pupils will develop their own creative ideas and performance skills. Pupils will also complete terminology and definition tests to embed their knowledge and understanding. Pupils will evaluate their own progress through self and peer assessment. At the end of the unit pupils will complete a practical assessment where they will perform in small groups.	An awareness of what street dance is. Basic gymnastic elements. Terminology and definitions from previous unit of work such as posture, canon, levels, dynamics, extension.	All units of work link to the national curriculum stated above.	**Breakdance-** An energetic style of dance performed to HipHop music using footwork, athletic and acrobatic movements. **Freeze-** A position held without movement. **Balances-** Holding a position with an even distribution of weight. **Tricks-** A movement which is impressive and usually difficult. **Threading**- Moving a part of the body through an opening also created by the body. **Tutting**- Creating angular shapes using the fingers, hands and arms. **Levels**- The height a movement is performed on. **Unison**- Performing the same movement at the same time as others. **Timing**- The use of counts to match the movement. **Fluency**- Connecting movements together smoothly from one to another.

Summer Term 5/6	Lion King	This unit of work looks at the story of Lion King the Musical and basic African culture. Pupils will explore the style of dance used in the Lion King. They will create choreography using motif and dynamics and understand how the choreographer uses these to bring the animals to life on stage. Pupils will develop their own creative ideas and performance skills. Pupils will also complete terminology and definition tests to embed their knowledge and understanding. Pupils will evaluate their own progress through self and peer assessment. At the end of the unit pupils will complete a practical assessment where they will perform in small groups.	An awareness of the story of the Lion King. Knowledge of how to choreograph a dance routine and what skills are required. Terminology and definitions from previous unit of work such as fluency, timing, unison.	All units of work link to the national curriculum stated above.	**Accuracy-** The precision of a movement. **Dynamics-** How a movement is performed. **Motif-** A small section of movement representing something in a dance routine. **Freeze Frame-** A held position for a short amount of time. **Travelling-** A movement which moves from one place to another. **Formation-** The shape or position where you would stand in a dance. **Canon-** Performing a movement one after another. **Spatial Awareness-** Being aware of the people around you, the space you have and the formation you should be in. **Transition-** Connecting one section of movement to another. **Choreography-** The sequence of steps or movements.
Summer Term 5/6	Bollywood	Pupils will understand where Bollywood dance originated from. They will learn basic movements and develop these using chance choreography. Pupils will also look at use of formation, levels and mirroring to develop their choreography further. Pupils will then expand on this by creating their own version of Bollywood dance incorporating their own ideas. Pupils will also complete terminology and definition tests to embed their knowledge and understanding. Pupils will evaluate their own progress through self and peer assessment. At the	An awareness of different cultures. Street dance. An awareness and understanding of basic	All units of work link to the national curriculum stated above.	**Bollywood-** Indian film industry based in Mumbai India. **Chance Choreography-** Using fate to create dance choreography. **Culture-** Ideas, customs, beliefs and traditions from a particular group of people or society. **Bharatanatyam-** A type of Indian culture dance.

		end of the unit pupils will complete a practical assessment where they will perform in small groups.	choreography skills. Terminology and definitions from previous unit of work such as accuracy, dynamics, travelling, formation, canon, spatial awareness, transition, choreography.		**Fluency-** Connecting movements together smoothly from one to another. **Dynamics-** How to perform a dance movement. **Formation-** A shape or position where you would stand in a dance. **Levels-** The height a movement is performed on. **Canon**- Performing a movement one after another. **Mirroring**- Performing a movement opposite one another as if you are looking at a reflection.