

Year 7	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
TOPIC	Baseline Assessment	Introduction to Dance	Dance to tell a story /refugees		Style studies	
KNOWLEDGE TAUGHT	No knowledge taught as assessing their prior knowledge.	Basic terms and ideas used when creating a dance. The 5 components of Dance Unison and Mirroring Levels Dynamics Motifs How to use music in dance.	Facial expressions and emotions. Performance skills Begin to look at the work of practitioners. Developed understanding of the roles in performing arts including Choreographers, Dancers, Composers. Why practitioners create dances.		Understanding of different styles of dance. Where they come from, how they have developed and their stylistic qualities. Styles covered; Haka, Bollywood, Musical theatre.	
SKILLS DEVELOPED <i>(Include any trips and visits.)</i>	Class expectations. Audience participation. Performing to an audience.	Choreographic skills have been developed. Team working skills Performances skills.	Developing understanding of professional work. How to show emotion in performance. Performance skills, team working skills, creativity. Interpretive skills, facial expressions in dance. Use of dynamics to tell a story or show an emotion.		Choreographic skills developed, team working skills, creativity	
ASSESSMENTS <i>(Minimum two per half term, with focussed marking.)</i>	Baseline Assessment Assessed in rehearsals, performance And a written evaluation.	Assessed in rehearsal, performance and a verbal evaluation.	Assessed in rehearsal, performance and a Written Evaluation.		Assessed in rehearsals, performance And a verbal evaluation.	
HOME LEARNING <i>(To be made available via Century Tech; one per week.)</i>	Rehearsal to ensure they are ready for their performances	Key words test. Checking the understanding of key words.	Watching professional work to develop understanding of the story and also to begin to identify technical, performance and interpretive skills in the professional dancer's work. Research in to the Artist Christopher Bruce. Developing understanding of his dance career and how and why he creates dance work.		Research into the styles of dance we are studying and create a poster/display of the key facts.	

<p>SEQUENCING <i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i></p>	<p>Teaching a motif, students can then develop. Must be at the start of the year to assess their prior knowledge.</p>	<p>Basic keys terms and choreographic skills taught, this needs to be taught before we can develop understanding of styles and themes and topics.</p>	<p>Developments of skills from intro to dance as they are now beginning to show emotions and tell the stories through dance.</p>	<p>Building on all prior knowledge of choreography skills to create dances with elements of different styles.</p>
<p>SCHEMAS <i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i></p>	<p>Drama following the same baselining pattern. Music performance elements and evaluation elements overlapping.</p>	<p>Gymnastics – developing movement.</p>	<p>SMSC and citizenships links to refugee’s story. Swansong – looking at the use of torture and bullying. Links with Amnesty international. Ghost dances – General Pinochet regime. Modern history. Dictatorship. Genocide. Shadows -</p>	<p>Geography links to where the dance styles have come from and how that has developed their style. History – contextual history of some countries in order to explain how the style has developed over time. RE, discussing how religion affects the form and development of some dance styles. Languages of the countries and how this might be linked to music. SMSC lifestyle people in 3rd world countries.</p>
<p>CAREERS LINKS <i>(How might this benefit them in the future?)</i></p>	<p>Performance careers in the Performing Arts.</p>	<p>Teaching about creativity and how important that to future employees.</p>	<p>Looks at the work of professional dances and begins to explain potential careers in performance. Developed understanding of the jobs a carer in the Dance sector as we will be looking at composers, lighting directors, set designers, costume designers.</p>	<p>Looks at the work of professional dances and begins to explain potential careers in performance.</p>
<p>Cultural Capital <i>Examples of professional examples that will be shared with students.</i></p>	<p>Explaining opportunities at Lyndon outside the classroom. Clubs that students can attend. Music lesson opportunities. How to get involved in the school shows and performances.</p>	<p>Examples of Professional dancers looking at good choreographic techniques, including unison and mirroring. Ballet examples shown – Swan Lake Contemporary – Rosie Kay</p>	<p>Christopher Bruce’s – Swansong Ghost Dances Shadows Possible Rooster and Sergeant Early’s Dream</p>	<p>Both Traditional and modern versions of the 4 dance styles that we will be looking at.</p>

Year 8	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
TOPIC	Street Dance		Street-omedy		Due to timetable restrictions, year 8 will only student dance for half a year. At February half term the groups will swap over and I will teach Street dance and Street-omedy to the groups that didn't have dance in autumn and spring.	
KNOWLEDGE TAUGHT	The stylistic qualities of street dance The importance of and the meaning of Choreographic devices. Street Dance motif's taught to students.		Development of styles Use of music in dance. Motif development.			
SKILLS DEVELOPED <i>(Include any trips and visits.)</i>	Performance skills Focus, timing, musicality, clarity of movement. Choreographic skills Canon, unison, mirroring, action reaction, accumulation, contrast are the basic 6 taught. Others used as extension task (these are displayed in the classroom). Team work and creativity.		Choreographic skills Performance skills Team work and creativity.			
ASSESSMENTS <i>(Minimum two per half term, with focussed marking.)</i>	Assessed in rehearsals, performance And a written evaluation.		Assessed in rehearsal, performance and a verbal evaluation.			
HOME LEARNING <i>(To be made available via Century Tech; one per week.)</i>	Create a poster/display explain the 4 areas of street dance. Music, Costume, Music and history.	Rehearsal ready for final assessment. Students to ensure that they are ready for their performances. This may include break or lunch time rehearsals, or rehearsing as individuals at home.	Pick music that they think will be appropriate to this type of work. Listening to music and bringing ideas back to the lesson. Vote will take place in lesson to pick the final option.	Rehearse ready for the assessment. Students to ensure that they are ready for their performances. This may include break or lunch time rehearsals, or rehearsing as individuals at home.		
SEQUENCING <i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i>	Students will have completed a lot of work on choreographic skills and interpretive skills they will now be apply that to a style of dance.		Applying all skills taught so far to the different types of music including choreographic devices, formations, and stylistic qualities.			

SCHEMAS <i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i>	<p>Modern American history. Citizenship links with the community.</p>	<p>Modern American history. Citizenship links with the community.</p>		
CAREERS LINKS <i>(How might this benefit them in the future?)</i>	<p>Teaching about creativity and how important that to future employees.</p>	<p>Teaching about creativity and how important that to future employees.</p>		
Cultural Capital <i>Examples of professional examples that will be shared with students.</i>	<p>Showing professional examples including Diversity Flawless Royal Family Jabbawockeez</p>	<p>Showing examples of Twist and Pulse Antics Chris and Wes</p>		

Year 9	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
TOPIC	Contemporary Technique		Contact Dance		Exploring the Performing Arts world.	
KNOWLEDGE TAUGHT	<p>Students will learn the skills and techniques needed for individual dance performance.</p> <p>Technical skills Posture, Alignment, extension, control, elevation, balance amongst others. Performances skills Timing, musicality, focus, projection, clarity, control.</p>		<p>Interpretive skills and technical skills including all safety elements for the giving and taking of weight. Safety features of contact dance, trust between partners and who to work together to give and take weight. Interpretive skills Facial expressions, use of dynamics expression, musicality, special awareness.</p>		<p>Artist working in the industry, Exodus by Rennie Harris, meaning and development of professional work. History of American dance and its development in the 20th century. Roles and responsibilities in the performing Arts industries.</p>	
SKILLS DEVELOPED <i>(Include any trips and visits.)</i>	<p>Posture, alignment, extension, elevations, control, balance and fall and recovery. Timing, musicality, focus, projection, clarity, control.</p>		<p>Giving and tacking of weight, while still developing technical skills. Performances skills, creativity, team working skills, choreographic skills.</p>		<p>Research skills, interpretive and understanding performance skills. Presentation skills or essay writing depending on the students chosen outcome.</p>	
ASSESSMENTS <i>(Minimum two per half term, with focussed marking.)</i>	<p>Assessed in rehearsals, performance And a written evaluation.</p>		<p>Assessed in rehearsal, performance and a verbal evaluation.</p>		<p>Students will be assessed on the work they produce and they will be marked in line with the BTEC criteria.</p>	

<p>HOME LEARNING (To be made available via Century Tech; one per week.)</p>	<p>Practice the shoulder roll that is used in the rolls exercise. To develop skills at home so learning in lesson can go at a faster pace.</p>	<p>Rehearse and prepare for dance assessment. Students to ensure that they are ready for their performances. This may include break or lunch time rehearsals, or rehearsing as individuals at home.</p>	<p>Develop a story line and pick a piece of music that works for your performance. To be questioned in lesson to ensure work has been completed.</p>	<p>Rehearse and ensure you are ready for your assessment. Students to ensure that they are ready for their performances. This may include break or lunch time rehearsals, or rehearsing as individuals at home.</p>	<p>Research in to Rennie Harris and the Alvin Ailey Dance Theatre. The history and development of the artists and their influence of their chosen style of dance.</p>	<p>Completion of work, with the display, essay or performance.</p>
<p>SEQUENCING (What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</p>	<p>Students are now have the cognitive understanding to improve their personal performance skills. Also preparing students for KS4 learning.</p>		<p>Developing all technical, performance and choreographic skills but then adding the contact skills on top of that.</p>		<p>Preparation for BTEC Dance or Drama, lots of new skills being taught and less practical options for those not taking dance in year 10.</p>	
<p>SCHEMAS (Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</p>	<p>PE – Physical skills being developed. Science – biology the working of the human body. History of the 20th century with the changes to modern life which saw the introduction of contemporary dance and culture into society. Modern and postmodern Britain and America.</p>		<p>PE – Physical skills being developed. Understanding the structure of the human anatomy. Citizenship and SMSC depending on the issue or topic they pick.</p>		<p>American history and culture. Slave trade and African American culture. Citizenship, RS and SMSC in the themes and issues discussed in the work. Life and death. Black lives matter movement. History of street dance.</p>	
<p>CAREERS LINKS (How might this benefit them in the future?)</p>	<p>Links to professional dance companies.</p>		<p>Creativity and team working skills, this is made explicit wot learners that that is what employers are looking for.</p>		<p>Developing ideas of potential careers in the arts, including technical, design and management opportunities</p>	
<p>Cultural Capital Examples of professional examples that will be shared with students.</p>	<p>Professional dance classes clips From Trinity Laban and London Contemporary Examples of pure contemporary Dance from Richard Alston More modern contemporary dance shown with relevant clips from TV shows and Dance competitions.</p>		<p>Examples of semi-professional work including ‘Slip’ and ‘The Break up’. Professional examples include Lloyd Newson’s ‘Enter Achilles’ ‘Can we talk about this’ Motion house ‘Block’.</p>		<p>Showing Clips of Exodus Looking at Alvin Ailey’s ‘Revelations’ for the contextual relevance. The Making of Exodus Part 1, 2 and 3.</p>	