

## Key Stage 3 Dance – Teaching schedule

	Autumn	Spring	Summer
<b>Year 7</b>	<p><b>National Curriculum: Perform dances using advanced dance techniques within a range of dance styles and forms</b></p> <p><i>Introduction to Dance</i> Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• The physical, creative, expressive and mental skills required in Dance</li> <li>• The elements of a successful warm up</li> <li>• Movement and choreography leading to choreography of a theme</li> </ul> <p>Group performance / Peer and teacher feedback</p> <p><i>Choreographic skill focus:</i> Communication of theme</p> <p><i>Performance skill focus:</i> Expressive skills</p>	<p><b>National Curriculum: Perform dances using advanced dance techniques within a range of dance styles and forms</b></p> <p><i>Dance from different cultures</i> Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• Dance style from a variety of cultures and genres, including but not exclusive to: Bhangra, Lindy Hop, Hip Hop, Samba, Capoeira</li> <li>• Action / Space / Dynamics and Relationships in Dance</li> </ul> <p>Group performance / Peer and teacher feedback.</p> <p><i>Choreographic skill focus:</i> Motif and Development</p> <p><i>Performance skill focus:</i> Technical skills</p>	<p><b>National Curriculum: Perform dances using advanced dance techniques within a range of dance styles and forms</b></p> <p><i>Response to a stimulus</i> Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• A wide range of stimuli</li> <li>• Collaborative, small-group work to choreograph creative responses</li> <li>• Communication of theme</li> <li>• Action / Space / Dynamics and Relationships in response to stimuli</li> </ul> <p>Group performance / Peer and teacher feedback</p> <p><i>Choreographic skill focus:</i> Use of Action / Space / Dynamics and Relationships</p> <p><i>Performance skill focus:</i> Mental skills</p>

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Year 8	<p><b>National Curriculum: Perform dances using advanced dance techniques within a range of dance styles and forms</b></p> <p><i>Professional works</i> Students will explore:</p> <ul style="list-style-type: none"> <li>• Two professional works that contrast in style and mood</li> <li>• The different styles and techniques needed to execute the style with correct form</li> <li>• Their own response to professional works and create dance based on the professional works</li> </ul> <p>Group performance / Peer and teacher feedback</p> <p><i>Choreographic skill focus:</i> Unison and Canon</p> <p><i>Performance skill focus:</i> Physical Skills</p>	<p><b>National Curriculum: Perform dances using advanced dance techniques within a range of dance styles and forms</b></p> <p><i>Response to a stimulus</i> Students will explore:</p> <ul style="list-style-type: none"> <li>• Stimuli including visual, conceptual and auditory to create dance pieces</li> <li>• Stimuli presenting diversity across the Key Stage 3 curriculum</li> <li>• Using stimuli to create movement material and special designs to devise dance that communicates a theme or intention</li> </ul> <p>Group performance / Peer and teacher feedback</p> <p><i>Choreographic skill focus:</i> Highlights and Climax</p> <p><i>Performance skill focus:</i> Expressive skills</p>	<p><b>National Curriculum: Perform dances using advanced dance techniques within a range of dance styles and forms</b></p> <p><i>Dancing with props</i> Students will explore:</p> <ul style="list-style-type: none"> <li>• Creating movement content with props such as pom poms, chairs, ribbons, silks, fans, lights, elastics and masks</li> <li>• How action content can be developed using props</li> <li>• The symbolism of props</li> </ul> <p>Group performance / Peer and teacher feedback</p> <p><i>Choreographic skill focus:</i> Action content</p> <p><i>Performance skill focus:</i> Technical skills</p>

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Year 9	<p><b>National Curriculum: Perform dances using advanced dance techniques within a range of dance styles and forms</b></p> <p><i>Samba/Carnival</i> Students will advance their Dance expertise to learn about:</p> <ul style="list-style-type: none"> <li>• The culture of Brazilian life and the tradition of carnival</li> <li>• Key motifs from <i>A Linha Curva</i> (from the GCSE specification)</li> </ul> <p>Soloist, duet and group performance / Peer and teacher feedback</p> <p><i>Choreographic skill focus:</i> Accumulation and Manipulation of number</p> <p><i>Performance skill focus:</i> Mental skills</p>	<p><b>National Curriculum: Perform dances using advanced dance techniques within a range of dance styles and forms</b></p> <p><i>Manipulation and Control</i> Students will advance their Dance expertise to learn about:</p> <ul style="list-style-type: none"> <li>• Exploring complex ideas</li> <li>• The process of rehearsing and refining of work to a sophisticated level</li> <li>• Mirroring, lead and follow and contact work.</li> </ul> <p>Duet, groups of four / Peer and teacher feedback</p> <p><i>Choreographic skill focus:</i> Relationships and Dynamics</p> <p><i>Performance skill focus:</i> Physical skills</p>	<p><b>National Curriculum: Perform dances using advanced dance techniques within a range of dance styles and forms</b></p> <p><i>Stimulus-based Choreography</i> Students will advance their Dance expertise to learn about:</p> <ul style="list-style-type: none"> <li>• Exploring complex ideas</li> <li>• Stimuli presenting diversity across the Key Stage 3 curriculum</li> <li>• Selected elements of GCSE Dance</li> </ul> <p>Group performance / Peer and teacher feedback</p> <p><i>Choreographic skill focus:</i> Structuring Devices</p> <p><i>Performance skill focus:</i> Expressive skills</p>