

Content & Skills overview

Dance

Year 6 – end of Primary	Year 7	Year 8	Year 9	Year 10	Year 11	School Leavers at 16
Students are taught to do the following as part of their PE education. Dance is a small element specifically but many other areas that require coordination and collaborative work certainly support the development of dance skills. They are taught to: use running, jumping, throwing and catching in isolation and in combination ☐ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ☐ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ☐ perform dances using a range of movement patterns ☐ take part in outdoor and adventurous activity challenges both individually and	<p>Unit 1: Intro to Dance 6 dance actions; turn, balance, jump, travelling, gesture, stillness, unison, levels, directions, formations, set dance</p> <p>Choreograph a group dance based on the 6 dance actions. Perform this dance with a set dance choreographed by the teacher.</p> <p>Unit 2: Musical Theatre New set dance each week choreographed by the teacher.</p> <p>Choreograph in the style of the musical focus and perform using facial expressions, musicality, characterisation, focus.</p>	<p>Unit 1: Street Dance Key stylistic features, isolations, lock and pop, formations, floor work, contact, set dance, tags, contact work.</p> <p>Choreograph a street dance using key stylistic features and movements and perform in addition to a set dance choreographed by the teacher.</p> <p>Unit 2: Dancing Through Time Historical insight into Charleston, Disco and Tik Tok dancing, set dance, motif development. Learn about the historical facts about each style, learn a set dance choreographed by the teacher, create a new/develop existing phrase to perform.</p>	<p>Unit 1: Cultural Dance Cultural insight into Afro-Caribbean/ Bollywood/Salsa and identify key stylistic features, set dance Learn the cultural facts from each style, learn a set dance choreographed by the teacher, create a new/develop existing phrase to perform.</p> <p>Unit 2: Cheerleading Key cheer movements, gymnastics, contact work, floor work, unison, canon, timing, levels, formations, use of props.</p> <p>Choreography a routine based on the stylistic features and key movements of the style.</p> <p>Units 3: Contemporary Dance Key stylistic features; floor work, contraction, release, fall and recovery. Set dance taught by the teacher, students choreograph additional phrase and then perform with a focus on expressive skills.</p>	<p>Unit 1: Introduction: Practical: Dance technique classes with reference to physical skills, technical skills and expressive skills C1 & 2</p> <p>Dance appreciation: · Safe practise · Analysis of 'A Linha Curva' by Itzik Galili</p> <p>Unit 2: Choreography workshops: Practical: Exploration of different stimulus (words, image, prop, sound, movement)</p> <p>Dance appreciation: · Principles of choreography- ASDR, motif development, choreographic devices C2 · Analysis of 'Infra' by Wayne McGregor</p> <p>Unit 3: Solo Performance Practical: · Teacher to select 2 out of 4 of the phrases BREATHE, FLUX, SHIFT, SCOOP depending on ability of class/individual students, focusing on performing and technical skills C1 (Music 105 BPM)</p>	<p>Unit 1: Performance: · Recording of solo performance 15/40 marks · Recording of group performance 25/40 marks · Externally set stimuli released, teacher led workshops for each.</p> <p>Dance appreciation: · Analysis of 'Shadows' by Christopher Bruce</p> <p>Unit 2: Choreography: · Choose externally set stimulus to choreograph a piece · Recording of solo (2-2 ½ mins) or group choreography (3- 3 ½ mins) 40 marks · Choreographic journal.</p> <p>Dance appreciation: · Analysis of 'Artificial Things' by Lucy Bennet. Mock written exam</p> <p>Unit 3&4: Choreography: · Choose externally set stimulus to choreograph a piece · Recording of solo (2-2 ½ mins) or group choreography (3- 3 ½ mins) 40 marks · Choreographic journal.</p>	Our units cover all the skills that students need to progress in Dance, and many that they need in life. They are taught to choreograph (higher order skill) from the outset, as well as to respect each other and negotiate whilst problem-solving to complete tasks. They are taught time management, collaboration and how to be trustworthy. They are also taught to plan long term and to defer gratification, whilst building up to a practical assessment. This level of commitment, along with the knowledge that your peers are relying on you has a powerful impact. Learning choreography for performance, along with the ability to be fully focused when performing,

<p>within a team ? compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			<p>Unit 4: Rosas Danst Rosas Insight into the news coverage of the court case between choreographer, use of prop, levels, canon, unison, formations, accumulation. Set movements taught by teacher and developed into choreography by students.</p> <p>Unit 5: Intro to GCSE Dance Choreography workshops in response to a stimulus. Learn how to choreograph a dance using ASDR as well as incorporating a structuring device.</p> <p>Unit 6: Pineapple Dance Studios Insight into the classes available at professional studios in London. New styles and routines explored weekly. Set dances choreographed by the teacher and students choreograph in the same style incorporating expressive skills into their performances.</p>	<p>Dance appreciation: · Analysis of 'E of E' by Kenrick 'H2O' Sandy</p> <p>Unit 4: Solo Performance Practical: · Teacher to select 2 out of 4 of the phrases BREATHE, FLUX, SHIFT, SCOOP depending on ability of class/individual students, focusing on performing and technical skills C1 (Music 105 BPM)</p> <p>Dance appreciation: · Analysis of 'Within Her Eyes' by James Cousins</p> <p>Unit 5: Group Performance 3-5 Minutes: · Use remaining 2 phrases develop into a group piece external artist/workshop?</p> <p>Dance appreciation: · Physical, technical and expressive skills C1 & 2 · Revision of professional works Mock written exam</p>	<p>Dance appreciation: · Recap and revision in preparation for written exam. Mock written exam</p>	<p>use apposite body language and physical expression, are all skills that transfer to that of a dynamic individual in the future.</p>
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