

Dance Curriculum Map

| Curriculum Overview | | |
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| Year 7 | Year 8 | Year 9 |
| <p>Dance skills - This unit is an introduction to the world of dance, equipping students with essential tools, knowledge, and skills to perform and create dance.</p> <p>Olympics - This unit gives students the opportunity to apply newly acquired skills in performing movement to Olympic based stimuli through a range of tasks.</p> <p>Matilda – This unit is the first opportunity to appreciate professional dance works, students will gain an understanding of dancer’s roles and responsibilities and how to reproduce repertoire as well as adding their own personal stamp.</p> | <p>Contemporary Dance Skills - This unit gives further development of choreographic components, techniques, and devices to create movement using different types of stimuli alongside working alone, in duets and groups.</p> <p>Cheer - This unit offers brand new style, which brings opportunity to learn new physical, technical, expressive, and mental skills create new movement and learn to perform exciting lifts and stunts.</p> <p>Nutcracker! - This unit offers a second opportunity for students to appreciate a new professional work and choreographer, discover purpose, styles and the choreographic process alongside reproducing repertoire and creating original movement.</p> | <p>Dance in the media – This is a project-based unit using any style and all skills and knowledge learnt in KS3, students are asked to fulfil a brief by developing ideas, requirements, starting points, skills, styles, target audience, costume and rehearsal needs to create a dance-based advert. A preparation for BTEC.</p> <p>Free Running - This is an exciting performance-based unit, allowing students to harness their physicality in a free running context. It links with the PE curriculum and offers an insight into physical theatre.</p> <p>Tutting - This is the final unit for KS3 and another which is project based, it gives another opportunity to use technology to create their own version of professional repertoire by Urban Theory. The third opportunity to appreciate professional dance work and choreographer.</p> |

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| Curriculum Topic Sequencing | | |
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| Year 7 | Year 8 | Year 9 |
| <p>Dance Skills Olympics Matilda</p> <p>Skills and Knowledge</p> <p>Understand the importance and value in a warmup. Know and use all dance actions – jump, turn, travel, stillness, gesture. Know and apply space - levels. Know and use dynamics - speed. Know and use relationships – direction and formation. Know what a stimulus is and use it to create movement ideas. Sensitivity towards others Use of basic contact, lifts and taking weight Understand roles and responsibilities in the group. Personal management Effective communication Group and partner work Have basis use of facial expression and body language (Interpretative skills)</p> | <p>Contemporary Dance Skills Cheer Nutcracker!</p> <p>Skills and knowledge</p> <p>Understand the importance and value in a warmup. Know and use all dance actions in a variety of ways – jump, turn, travel, stillness, gesture. Know and apply space - levels. Know and use dynamics – speed and quality. Know and use relationships – direction, formation and contact. Explore the use of different types of stimuli – kinaesthetic, visual, literary. Know and use basic choreographic devices. Use different stimuli to create movement. Some understanding of choreographic process Sensitivity towards others Use of contact, lifts and taking weight Understand roles and responsibilities in the group. Personal management Effective communication Group and partner work Explore different dance style and equipment.</p> | <p>Dance in the media Free Running Tutting</p> <p>Skills and knowledge</p> <p>Understand the importance and value in a warmup. Know and use all dance actions in a variety of ways – jump, turn, travel, stillness, gesture. Know and apply space - levels. Know and use dynamics – speed and quality. Know and use relationships – direction, formation and contact. Explore the use of different types of stimuli – kinaesthetic, visual, literary. Know how to use technology and movement to promote a product. Know and use choreographic devices. Use different stimuli to create movement. Some understanding of choreographic process Sensitivity towards others Use of contact, lifts and taking weight Understand roles and responsibilities in the group. Personal management Effective communication</p> |

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| <p>Introduce students to professional choreography and work – Peter Darling Matilda Basic understanding of choreographic intention and purpose Appreciate set, costume, lighting, sound</p> | <p>Facial expression and body language (Interpretative skills) Use professional choreography and work – Matthew Bourne Nutcracker! Discuss choreographic intention and purpose. Appreciate set, costume, lighting</p> | <p>Group and partner work Explore different dance style and equipment. Facial expression and body language (Interpretative skills) Use and recreate professional choreography and work – Urban Theory Discuss choreographic intention and purpose. Appreciate set, costume, lighting</p> |
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