


Performing Arts Department – Year 7 Dance

The Emerging Dance Student will be introduced to a variety of dance styles, the four main components of dance, develop basic choreography skill and begin to develop an appreciation for dance through knowledge and critical reflection and feedback.						
 Shirley High Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Introduction to Dance	Gumboot Dance/Stepping/Physical Theatre/Body Percussion STOMP!	Hula Island Dance	Haka Ceremonial Dance	Musical Theatre School of Rock	BSL/ Contemporary Communication
Why Now?	Pupils will be introduced to the rules and routines of the dance studio. Students will understand why we do a warm up and cool down – linking to safe practice. Pupils will be introduced to the fundamentals of Dance including A/S/R/D with a heavy focus on Actions including the principle dance actions. Pupils will build skills and knowledge of how to create motifs. Pupils will understand how to develop their motifs with selected choreographic devices.	Pupils will be introduced to a new dance style whilst continuing to explore the foundations of dance. This unit focuses heavily on Action content with an emphasis on basic choreographic devices - unison and canon. Pupils will continue to give peer-feedback identifying elements present within work.	Pupils will broaden their knowledge of dance styles, dance history and cultures. Pupils will continue to explore A/S/R/D with a focus on Gestures (A) Levels, Directions (S) and Dynamics. Pupils will be introduced to a new aural setting (Voice/spoken word). Pupils will continue to give peer feedback. They will be encouraged to evaluate work using the success criteria to discuss areas of strengths and areas for improvement.	Pupils will continue to develop their knowledge of other cultures and historical dance. Pupils will take more of a choreographic approach as they learn new Relationship and Spatial elements.	Pupils will be introduced to a new dance style which has cross curricular links with drama and music. Pupils have built an understanding of musical theatre. Pupils will explore the qualities of Musical Theatre as a dance style, including A/S/R/D, Expressive Skills, setting and structure .	Pupils have explored A/S/R/D in depth over the year. Students will finish year 7 with a choreography unit. Students will explore stimuli and be guided in their choreographic responses. Students will learn a new Relationship aspect: Action and Reaction.
Fundamental Concepts	To develop an understanding of the importance of warming up, cooling down and other safe working practices. To be able to discuss and use the 4 foundations of dance (A/S/R/D) and to understand safe working practice. To be able to perform the 8 principle Actions.	To be able to perform showing control and coordination. To use unison and canon effectively and to perform rhythms accurately. To be able to work on choreography independently using knowledge of body percussion, physical theatre, stepping and Gumboot dance.	To develop understanding of Hula dance and Hawaiian culture. To be able to use dance to tell stories and symbolise meaning. To explore A/S/R/D in more depth. To work on motif and development.	To develop understanding of the Haka Maori culture. To explore unity, spirituality, confidence and connection. To create travelling sequences. To explore accumulation and apply accumulation to choreography To create climax in choreography.	To be able to discuss key characteristics of Musical theatre, learn motifs inspired by musical theatre productions and perform as part of a chorus/ensemble. To apply understanding of musical theatre dance techniques and style to create own group choreographies. To apply expressive skills to performance.	To develop and appreciation for, and create choreography based on three different forms of communication. To explore stimulus as a basis for choreography. To use call and response in performance.
Students will...	<p>Explore and develop the following over 6 lessons:</p> <p>Choreography</p> <ul style="list-style-type: none"> In groups (4) Learn the 8 principle dance actions <ul style="list-style-type: none"> Turn, Travel, Elevation, Stillness, Floor work, Gesture, Transfer of Weight, Use of different body parts. Learn the 4 foundations of dance <ul style="list-style-type: none"> Actions/Space/Relationships/Dynamics Create motifs using the 8PD Actions Adapt motifs using elements of Space, Relationships and Dynamics Explore A/S/R/D Creatively Choreographic devices <ul style="list-style-type: none"> -To be introduced to unison <p>Performance</p> <ul style="list-style-type: none"> -To be able to perform with accuracy and confidence in front of an audience <p>Appreciation</p> <ul style="list-style-type: none"> Knowledge <ul style="list-style-type: none"> -To recall the definition and aspects of Actions, Space, Dynamics and Relationships of dance -To recall the 8 principle dance actions -To understand safe working practices in dance Feedback <ul style="list-style-type: none"> - Develop peer feedback - Use of key terminology when giving feedback - Give clear descriptions 	<p>Explore and develop the following over 6 lessons:</p> <p>Choreography</p> <ul style="list-style-type: none"> In groups (6) Learn Motifs (Action Content) <ul style="list-style-type: none"> -Learn rhythms inspired by STOMP! -Learn stylised motifs, using body percussion and rhythms -Explore a variety of Rhythms using Body percussion Accurate recreation of Rhythms <ul style="list-style-type: none"> -Focus on accurate timing and precision– Heavy focus on Unison Add on choreography <ul style="list-style-type: none"> -Create additional choreography to add onto set/taught motif that explores rhythm and body percussion – drawing on Stepping and Gumboot dance. <p>Develop Motifs using:</p> <ul style="list-style-type: none"> Choreographic Devices <ul style="list-style-type: none"> -Develop motifs using Unison and canon Relationships: <ul style="list-style-type: none"> -Negotiate formation changes whilst performing in unison and rhythms <p>Performance</p> <ul style="list-style-type: none"> -To perform with accuracy and confidence Demonstrating skills for performance including: <ul style="list-style-type: none"> Physical skills <ul style="list-style-type: none"> Coordination Control <p>Appreciation</p> <ul style="list-style-type: none"> Knowledge <ul style="list-style-type: none"> -To recall key facts about STOMP! 	<p>Explore and develop the following over 6 lessons:</p> <p>Choreography</p> <ul style="list-style-type: none"> In groups (4-6) Learn Motifs (Action Content) <ul style="list-style-type: none"> -Learn set Hula motifs lead by the Teacher - Accurately replicate motifs and embody dance style -Focus on accurate timing, precision and extension <p>Develop Motifs using:</p> <ul style="list-style-type: none"> Dynamic content <ul style="list-style-type: none"> -To apply dynamics that represent tropical weather Relationship content <ul style="list-style-type: none"> -Formations Spatial Content <ul style="list-style-type: none"> -Develop Motifs considering spatial content including Levels and Directions Aural setting <ul style="list-style-type: none"> -Create a chant (Oli) to accompany Hula choreography. Explore rhythm and repetition. <p>Performance</p> <ul style="list-style-type: none"> -To perform with accuracy and confidence Demonstrating skills for performance including: <ul style="list-style-type: none"> Physical skills <ul style="list-style-type: none"> Balance Posture Control <p>Appreciation</p> <ul style="list-style-type: none"> Knowledge <ul style="list-style-type: none"> -To recall the definition and aspects of Actions, Space, Dynamics and Relationships of dance -To identify key characteristics of Hula dance 	<p>Explore and develop the following over 6 lessons:</p> <p>Choreography</p> <ul style="list-style-type: none"> In groups (6) Learn Motifs (Action Content) <ul style="list-style-type: none"> -Learn set motifs (1x Haka KA MATE lead by the Teacher - Accurately replicate motifs and embody dance style -Focus on accurate timing, precision and extension <p>Develop Motifs using:</p> <ul style="list-style-type: none"> Relationship content <ul style="list-style-type: none"> -Formations and accumulation Dynamic content <ul style="list-style-type: none"> -To apply dynamics that are inspired by the New Zealand Rugby Team Aural setting <ul style="list-style-type: none"> -learn chant to accompany Ka Mate Haka. Explore rhythm and repetition Create Stylised Motifs (Action Content) <ul style="list-style-type: none"> -Create stylised motifs, using Haka dance as a basis for choreography Spatial Content <ul style="list-style-type: none"> -Create travelling motifs considering pathways Choreographic devices <ul style="list-style-type: none"> -To be able to apply choreographic devices to motifs including unison, and repetition <p>Performance</p> <ul style="list-style-type: none"> -To perform with accuracy and confidence -To connect with the audience through basic use of Expressive skills Demonstrating skills for performance including: <ul style="list-style-type: none"> Physical skills <ul style="list-style-type: none"> Coordination 	<p>Explore and develop the following over 6 lessons:</p> <p>Choreography</p> <ul style="list-style-type: none"> In groups (6) Learn Motifs (Action Content) <ul style="list-style-type: none"> - To learn a set motif based on ‘Stick it to the man’ School of Rock. -Accurately replicate motifs and embody dance style -Focus on accurate timing, precision and extension Create Stylised Motifs (Action Content) <ul style="list-style-type: none"> - Creation of movement sequence based around characters in School of Rock (Drummer Boy/ Guitarist) <p>Develop Motifs using:</p> <ul style="list-style-type: none"> Dynamic content <ul style="list-style-type: none"> -To apply dynamics using a rock concert as a stimulus. Choreographic devices <ul style="list-style-type: none"> -To be able to apply choreographic devices to motifs including unison, canon and repetition <p>Develop Motifs using:</p> <ul style="list-style-type: none"> Relationships <ul style="list-style-type: none"> -Develop motifs using formation Spatial Content <ul style="list-style-type: none"> -Develop Motifs considering spatial content including pathways, spatial design (Traveling) <p>Performance</p> <ul style="list-style-type: none"> - Use the ‘Band Manager’ as roles for rehearsal director/choreographer 	<p>Explore and develop the following over 6 lessons:</p> <p>Choreography</p> <ul style="list-style-type: none"> In groups (4) Develop Motifs: <ul style="list-style-type: none"> - To use stimulus to create motifs - To know how to stylise a motif using British Sign Language, Morse code and text messages as a starting point. - To be able to apply skills learnt in previous units in order to create a successful and creative motif. - To create a dynamic motifs based around morse code (dots and dashes) - To create a sequence based on the stimulus of phone and text communication (Action and Reaction) <p>Dynamic content</p> <ul style="list-style-type: none"> - To learn what dynamics are and why they are important to dance <p>Performance</p> <ul style="list-style-type: none"> -To develop confidence in performance when sharing work with peers. - To understand basic performance and mental skills required to engage an audience Demonstrating skills for performance including: <ul style="list-style-type: none"> Expressive skills <ul style="list-style-type: none"> -Facial expressions -Focus Mental skills <ul style="list-style-type: none"> -Confidence <p>Appreciation</p> <ul style="list-style-type: none"> Knowledge <ul style="list-style-type: none"> -To recall the definition and aspects of Actions, Space,

		<p>-To recall knowledge about Gumboot and Stepping Dance styles.</p> <p>-To identify key characteristics of Physical Theatre and Body Percussion including Rhythms</p> <ul style="list-style-type: none"> ● Feedback <p>- Development peer evaluative skills</p> <p>- Use of key terminology when giving feedback</p> <p>- Justify feedback given with clear and appropriate examples.</p>	<ul style="list-style-type: none"> ● Feedback <p>- Development of peer evaluative skills.</p> <p>- Use of key terminology when giving feedback</p> <p>- Justify feedback given with clear and appropriate examples.</p>	<ul style="list-style-type: none"> - Control - Strength - Mental skills <p>-Confidence</p> <ul style="list-style-type: none"> - Expressive skills - Facial expressions - Focus <p><u>Appreciation</u></p> <ul style="list-style-type: none"> - Feedback <p>- Development of self and peer evaluative skills</p> <p>- Use of key terminology when giving feedback</p> <p>- Justify feedback given with clear and appropriate examples</p> <p>-To use feedback to revise choreography</p>	<p>To connect with the audience through basic use of Expressive skills</p> <ul style="list-style-type: none"> ● Demonstrating skills for performance including: <ul style="list-style-type: none"> ● Expressive skills - Facial expressions - Focus - Musicality - Projection <p><u>Appreciation</u></p> <ul style="list-style-type: none"> ● Knowledge <p>- Exploring style and quality of dance performance required for musical theatre</p> <ul style="list-style-type: none"> ● Feedback <p>- Development of self and peer evaluative skills.</p> <p>- Use of key terminology when giving feedback</p> <p>- Justify feedback given with clear and appropriate examples.</p>	<p>Dynamics and Relationships of dance</p> <p>-To discuss stimulus</p> <ul style="list-style-type: none"> ● Feedback <p>- Development of peer evaluative skills.</p> <p>- Use of key terminology when giving feedback</p> <p>- Justify feedback given with clear and appropriate examples.</p>
Language for Life (Key terms/Vocabulary)	<p>Actions-Travel, Turn, Elevation, gesture, Stillness, use of different body parts, floor work, transfer of weight Space-Pathways, Levels, Directions, size of movement, patterns, spatial design, symmetry Dynamics-fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt Motif and development Unison Canon Climax Expressive Skills</p>	<p>Actions-Travel, Turn, Elevation, gesture, Stillness, use of different body parts, floor work, transfer of weight Space-Pathways, Levels, direction, Relationships-Formations Motif, Body Percussion, Physical Theatre, Gumboot, Stepping, Rhythms, Unison, Canon.</p>	<p>Actions-Travel, Turn, Elevation, gesture, Stillness, use of different body parts, floor work, transfer of weight, Space-Pathways, travel Dynamics-fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt Motif and development, Unison, rhythm, repetition, formation, balance, control, posture, physical skills, chant (Oli), Aural setting, body percussion Facial expressions.</p>	<p>Actions-Travel, Turn, Elevation, gesture, Stillness, use of different body parts, floor work, transfer of weight, Space-Pathways, travel Dynamics-fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt Motif and development, Unison, rhythm, repetition, formation, Climax, balance, control, posture, physical skills, chant, Aural setting, body percussion Facial expressions.</p>	<p>Musical Theatre, Triple Threat, Characterisation, Facial Expressions, Gesture, Elevation, stillness, use of different body parts, floor work, transfer of weight Space-Pathways, Levels, direction, Motif,</p>	<p>Actions-Travel, Turn, Elevation, gesture, Stillness, use of different body parts, floor work, transfer of weight Space-Pathways, Levels, Directions, size of movement, patterns, spatial design Dynamics-soft vs sharp flowing/abrupt Motif and development</p>
Maths Across the Curriculum	<p>Using counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/dancers/props/set, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs. Number of dancers, repetition</p>	<p>Using counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/dancers/props/set, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs. Number of dancers, repetition</p>	<p>Using counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/dancers/props/set, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs. Number of dancers, repetition</p>	<p>Using counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/dancers/props/set, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs. Number of dancers, repetition</p>	<p>Using counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/dancers/props/set, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs. Number of dancers, repetition</p>	<p>Using counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/dancers/props/set, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs. Number of dancers, repetition</p>
Links to careers/aspirations	<p>Personal trainer, Contemporary Dance performance, further vocational training, Dance teaching,</p>	<p>Dance performance, Musical theatre careers, further vocational training, Dance teaching</p>	<p>Contemporary Dance performance, further vocational training, Dance teaching,</p>	<p>Sports coach, Dance teaching, Dance performance, PE Teacher.</p>	<p>Dance performance, Musical theatre , further vocational training, Dance teaching</p>	<p>Choreographer, contemporary Dance performance, further vocational training, Dance teaching</p>
Cultural Capital	<p>Exploring different styles of dance with links to ancient cultures</p> <p>Encouraging the expression of diverse perspectives and interpretations</p> <p>Opportunities for students to draw on their own experiences</p> <p>KS3 Dance Club.</p>	<p>Exploring of physical theatre</p> <p>Exposure to a new dance style</p> <p>Students to work in diverse and mixed groups</p> <p>Exploring the work from multiple perspectives</p> <p>Encouraging the expression of diverse perspectives and interpretations</p> <p>Opportunities for students to draw on their own experiences</p> <p>KS3 Dance Club.</p>	<p>Exploring different styles of dance with links to ancient cultures</p> <p>Watching videos of traditional Hula</p> <p>Learning traditional Polynesian language</p> <p>Exposure to a new dance style</p> <p>Encouraging the expression of diverse perspectives and interpretations</p> <p>Opportunities for students to draw on their own experiences</p> <p>KS3 Dance Club.</p>	<p>Exploring different styles of dance with links to ancient cultures</p> <p>Watching videos of the All Blacks Rugby Team perform the Haka</p> <p>Learning Maori traditional language</p> <p>Exposure to a new dance style</p> <p>Students to work in diverse and mixed groups</p> <p>Exploring the work from multiple perspectives</p> <p>Encouraging the expression of diverse perspectives and interpretations</p> <p>KS3 Dance Club</p>	<p>Exploration of Musical Theatre</p> <p>Exposure to a new dance style</p> <p>Students to work in diverse and mixed groups</p> <p>Exploring the work from multiple perspectives</p> <p>Encouraging the expression of diverse perspectives and interpretations</p> <p>Opportunities for students to draw on their own experiences</p> <p>KS3 Dance Club.</p>	<p>Exploring the work from multiple perspectives</p> <p>KS3 Dance Club.</p>
Practical Application of Skills	<p>Peer-peer performance showcases</p>	<p>Peer-peer performance showcases</p>	<p>Peer-peer performance showcases</p>	<p>Peer-peer performance showcases</p>	<p>Peer-peer performance showcases</p>	<p>Peer-peer performance showcases</p>