


**Performing Arts Department – Year 8 Dance**

 <b>Shirley High Curriculum Map</b>	<i>The Novice Dance Student will continue to expand their knowledge of a variety of dance styles and techniques including the four main components of dance and choreographic devices to deepen their choreographic ability and explore Expressive Skills for an effective performance.</i>					
	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:
	Bollywood dance Bollywood	Choreography Remote control	Charleston & Rock N Roll Dancing through the decades 1920-1950	Disco & Commercial Dancing through the decades 1970 -2000's	Jazz Chicago	Choreography Big Picture
<b>Why Now?</b>	Pupils will expand their knowledge of dance styles from around the globe; broaden the spectrum of styles and techniques they perform. Students will continue to explore the more complex aspects of Relationship content, one of the four foundations of dance.	Pupils will continue their choreographic journey. Students will revisit and learn new choreographic devices to boost their choreographic skills.	Pupils will continue to expand their knowledge of dance styles. They will deepen their knowledge of dance history. Students will learn new dance steps and techniques as well as exercise their choreographic skills	Pupils will continue to expand their knowledge of dance styles. They will deepen their knowledge of dance history. Students will learn new dance steps and techniques as well as exercise their choreographic skills	Pupils will expand their knowledge of dance styles; broaden the spectrum of styles and techniques they perform. This unit of work links directly to DTTD. Jazz dance derived from styles such as The Charleston – students will be able to make historical and stylistic connections.	Pupils will continue their choreographic journey by looking at how to use images as stimulus. Students will explore the importance of and how to select A/S/R/D and choreographic devices that communicate the choreographic intention. Pupils will explore why and how to create climax within choreography.
<b>Fundamental Concepts</b>	<p>To understand, explore and appreciate new dance styles from across the world.</p> <p>To have knowledge of another culture and the importance of dance.</p> <p>To be able to create/choreograph own Bollywood inspired motifs, duets and choreography using relationship content.</p> <p>To be able to perform Bollywood dance replicating energy and expressive skills associated with the style.</p>	<p>To be able to apply choreographic devices to a taught motif based around symbols and shapes found on a remote control.</p> <p>To explore canon, fast dynamics, highlight and retrograde.</p> <p>To create an interesting group choreography based on a theme.</p>	<p>To understand, explore and appreciate Charleston and Rock N Roll dance styles</p> <p>To learn techniques, steps and movements of those dance styles that have emerged through the decades</p> <p>To develop original choreography</p> <p>To explore contact and lift work as a duet.</p>	<p>To understand, explore and appreciate Disco and Commercial dance styles</p> <p>To learn techniques, steps and movements of those dance styles that have emerged through the decades</p> <p>To develop original choreography</p> <p>To explore mirroring and accumulation (of movement)</p>	<p>To understand, explore and appreciate a new dance style.</p> <p>To develop duet choreography and performance</p> <p>To explore Action and reaction</p> <p>To create choreography responding to a theme</p> <p>To explore how to communicate a mood/choreographic intention</p>	<p>To understand how to explore a visual stimulus</p> <p>To develop understanding of choreographic intention and how we can communicate it to the audience</p> <p>To develop use of action, space, dynamics and relationships in choreography</p> <p>To use appropriate choreographic devices to support communication of choreographic intention</p> <p>To create climax in choreography</p>
<b>Students will...</b>	<p><b>Explore and develop the following over 6 lessons:</b></p> <p><b>Choreography</b></p> <ul style="list-style-type: none"> <li>In groups (6-8)</li> <li>Learn Motifs (Action Content)</li> </ul> <p>-Learn motifs using Bollywood movements</p> <p>-Learn principles of Bollywood dance including;</p> <p><b>Action content:</b></p> <ul style="list-style-type: none"> <li>-Gestures</li> <li>-Isolation of Head and shoulder</li> </ul> <p><b>Physical skill:</b></p> <ul style="list-style-type: none"> <li>-Isolation</li> </ul> <p><b>Expressive skills:</b></p> <ul style="list-style-type: none"> <li>-Facial expressions</li> <li>-Focus</li> </ul> <p>-Accurately replicate motifs, steps and movements and embody dance style</p> <p>-Focus on accurate timing, precision and extension</p> <p>- Learn motifs using a prop (Scarf)</p> <p><b>Create Stylised Motifs using:</b></p> <ul style="list-style-type: none"> <li><b>Relationship content:</b></li> </ul> <p>- Duets, Formation, Counterpoint, contrast and complement</p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-To perform with accuracy and confidence</li> </ul> <ul style="list-style-type: none"> <li><b>Demonstrating skills for performance including:</b></li> </ul> <p><b>Expressive skills</b></p> <ul style="list-style-type: none"> <li>-Facial expressions</li> <li>Focus</li> </ul> <p><b>Appreciation</b></p> <ul style="list-style-type: none"> <li><b>Knowledge</b></li> </ul> <p>- Be introduced to the history of Bollywood dance</p> <p>- Explore the influences other dance styles had on Bollywood dance</p>	<p><b>Explore and develop the following over 6 lessons:</b></p> <p><b>Choreography</b></p> <ul style="list-style-type: none"> <li>In groups (3-4)</li> <li>Learn Motifs (Action Content)</li> </ul> <p>-Learn motif that is based on the Play symbol of a remote control - abstract imagery and use of shape to inspire choreography.</p> <p>- Develop accuracy of movement when performing in unison.</p> <p><b>Develop Motifs using:</b></p> <ul style="list-style-type: none"> <li><b>Choreographic devices</b></li> </ul> <p>- develop and solidify use of canon in performance (symbolising record button)</p> <p>- Experiment with 'pause button' freezing (Stillness) to develop use and understanding of highlights.</p> <p>- Learn, develop and solidify understanding of Retrograde by selecting a section of their work to perform backwards (rewind button)</p> <ul style="list-style-type: none"> <li><b>Dynamic content:</b></li> </ul> <p>-using double- time 'fast forwarding' their motifs to create interesting sequences (Contrast)</p> <ul style="list-style-type: none"> <li><b>Relationship content:</b></li> </ul> <p>- Select a strong and aesthetically pleasing end position.</p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>- Rehearse and refine a piece combining all elements together with clear transitions.</li> </ul> <p>-To perform with accuracy and confidence.</p> <p><b>Appreciation</b></p> <ul style="list-style-type: none"> <li><b>Knowledge</b></li> </ul>	<p><b>Explore and develop the following over 6 lessons:</b></p> <p><b>Choreography</b></p> <ul style="list-style-type: none"> <li>Duets (2)</li> <li>Learn Motifs (Action Content)</li> </ul> <p>-Learn basic steps of The Charleston and Rock N Roll dance styles</p> <p>-Learn lifts and contact work typical of Rock N Roll</p> <p>-Accurately replicate motifs, steps and movements and embody dance style</p> <p>-Focus on accurate timing, precision and extension</p> <ul style="list-style-type: none"> <li><b>Relationship content:</b></li> </ul> <p>-Learn how to dance in a duet including lead and follow</p> <p><b>Develop Motifs using:</b></p> <ul style="list-style-type: none"> <li><b>Choreographic devices</b></li> <li><b>Dynamic content</b></li> </ul> <p>-To apply dynamics that are appropriate of the dance style</p> <ul style="list-style-type: none"> <li><b>Spatial Content</b></li> </ul> <p>-Develop Motifs considering spatial content including Levels and Directions</p> <ul style="list-style-type: none"> <li><b>Create Stylised Motifs (Action Content)</b></li> </ul> <p>-Create a duet exploring repetition, contact, directions, levels and lead and follow in either Charleston or Rock N Roll style.</p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-To perform with accuracy and confidence</li> </ul> <ul style="list-style-type: none"> <li><b>Demonstrating skills for performance including:</b></li> </ul> <p><b>Expressive skills</b></p> <ul style="list-style-type: none"> <li>-Facial expressions</li> <li>-Focus</li> </ul> <p><b>Appreciation</b></p>	<p><b>Explore and develop the following over 6 lessons:</b></p> <p><b>Choreography</b></p> <ul style="list-style-type: none"> <li>In groups (4-6)</li> <li>Learn Motifs (Action Content)</li> </ul> <p>-Learn basic steps of Disco and Commercial dance styles</p> <p>-Accurately replicate motifs, steps and movements and embody dance style</p> <p>-Focus on accurate timing, precision and extension</p> <p><b>Develop Motifs using:</b></p> <ul style="list-style-type: none"> <li><b>Relationship devices</b></li> <li><b>Dynamic content</b></li> </ul> <p>-Mirroring</p> <p>-Accumulation of movement</p> <p>-Energy and dynamics for commercial dance</p> <ul style="list-style-type: none"> <li><b>Create Stylised Motifs (Action Content)</b></li> </ul> <p>- Create group choreography using Mirroring and Accumulation of movement in either Disco or Commercial dance style</p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-To perform with accuracy and confidence</li> </ul> <ul style="list-style-type: none"> <li><b>Demonstrating skills for performance including:</b></li> </ul> <p><b>Expressive skills</b></p> <ul style="list-style-type: none"> <li>-Facial expressions</li> <li>-Focus</li> <li>-Musicality</li> <li>-Projection</li> </ul> <p><b>Mental Skills</b></p> <ul style="list-style-type: none"> <li>-Confidence</li> </ul> <p><b>Appreciation</b></p> <ul style="list-style-type: none"> <li><b>Knowledge</b></li> </ul> <p>-To identify key characteristics of each dance style 'Through the decades of Dance'</p> <p>-To understand the history of each dance style</p>	<p><b>Explore and develop the following over 6 lessons:</b></p> <p><b>Choreography</b></p> <ul style="list-style-type: none"> <li>Duets (2)</li> <li>Learn Motifs (Action Content)</li> </ul> <p>-Learn Bob Fosse repertoire from Chicago the Musical (All that Jazz)</p> <p>-Accurately replicate motifs, steps and movements and embody dance style</p> <p>-Focus on accurate timing, precision and extension</p> <ul style="list-style-type: none"> <li><b>Explore choreographic intention:</b></li> </ul> <p>Workshop and choreography task focusing on Puppet and Mater. I control and under control – Inspiration from Press Conference Rag in Chicago the Musical</p> <ul style="list-style-type: none"> <li><b>Spatial Content</b></li> <li><b>Dynamic Content</b></li> <li><b>Relationship Content</b></li> </ul> <p>-size of movements to explore puppet and master</p> <ul style="list-style-type: none"> <li><b>Create Stylised Motifs (Action Content)</b></li> </ul> <p>- Create own Choreography using Puppet and master as a stimulus</p> <p><b>Create choreography using:</b></p> <ul style="list-style-type: none"> <li><b>Relationship content</b></li> </ul> <p>-Action and reaction</p> <p>-Contact</p> <p>-Students to explore puppet and master choreography using Action and Reaction and contact</p>	<p><b>Explore and develop the following over 6 lessons:</b></p> <p><b>Choreography</b></p> <ul style="list-style-type: none"> <li>In groups (4+)</li> <li>Create Motifs (Action Content)</li> </ul> <p>- Be introduced to concept of using an image as a stimulus.</p> <p>- Explore creation of movement and shapes based on image</p> <p>- understand the context of an image and how this can be translated into choreography.</p> <p>- Develop motifs that convey interpretation and understanding of a given image – linking to space, action, dynamics and relationships.</p> <ul style="list-style-type: none"> <li><b>Developing New Ideas</b></li> </ul> <p>- Present research findings/images in order to develop work based on an image that has a personal resonance. –</p> <p>- Apply understanding of action, space, dynamics and relationships to the creation of a new piece of work. (Mastery)</p> <ul style="list-style-type: none"> <li><b>Creating Climax</b></li> </ul> <p>- Explore and develop skills in creating climax in a performance piece</p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-To perform with accuracy and confidence</li> </ul> <ul style="list-style-type: none"> <li><b>Refining and Performing</b></li> </ul> <p>- Develop and refine choreography through extended rehearsal process (polished final product)</p> <p>- Perform to peers, teacher and a camera (ideally with a wider audience if possible).</p> <p><b>Appreciation</b></p> <ul style="list-style-type: none"> <li><b>Knowledge</b></li> </ul>

	<ul style="list-style-type: none"> <li>- Understand other styles of dance traditional to India</li> <li>• <b>Feedback</b></li> <li>- Development of self and peer evaluative skills</li> <li>- Use of key terminology when giving feedback</li> <li>- Justify feedback given with clear and appropriate examples</li> </ul>	<ul style="list-style-type: none"> <li>- To explore choreographic devices. To recall the definitions and meanings.</li> <li>-Explore how Simple motifs can be developed into interesting choreographies</li> <li>• <b>Feedback</b></li> <li>- Develop skills in evaluation and analysis of devices through discussion and verbal appreciation</li> <li>-Give and receive peer feedback in order to develop work in a group.</li> <li>- Work in a group to create a collaborative performance concept.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge</b></li> <li>-To identify key characteristics of each dance style 'Through the decades of Dance'</li> <li>-To understand the history of each dance style</li> <li>• <b>Feedback</b></li> <li>- Development of self and peer evaluative skills.</li> <li>- Use of key terminology when giving feedback</li> <li>- Justify feedback given with clear and appropriate examples.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Feedback</b></li> <li>- Development of self and peer evaluative skills.</li> <li>- Use of key terminology when giving feedback</li> <li>- Justify feedback given with clear and appropriate examples.</li> </ul>	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-To perform with accuracy and confidence</li> <li>• <b>Demonstrating skills for performance including:</b></li> </ul> <p><b>Expressive skills</b></p> <ul style="list-style-type: none"> <li>-Facial expressions</li> <li>-Focus</li> <li>-Musicality</li> <li>-Projection</li> <li>-Phrasing</li> </ul> <p><b>Appreciation</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b></li> <li>- Be introduced to the history of Jazz dance and Bob Fosse</li> <li>• <b>Feedback</b></li> <li>- Develop skills in evaluation and analysis skills</li> <li>-To use feedback to revise choreography</li> <li>-Observation tasks and movement analysis</li> </ul>	<ul style="list-style-type: none"> <li>-To explain what a stimulus is and how it can be used for choreography</li> <li>-To understand and appreciate the importance of Actions, Space, Relationships and Dynamics when creating choreography</li> <li>-To know why choreographic devices are important in choreography</li> <li>• <b>Feedback</b></li> <li>- Development of self and peer evaluative skills.</li> <li>- Use of key terminology when giving feedback</li> <li>- Justify feedback given with clear and appropriate examples.</li> </ul>
<b>Language for Life (Key terms/Vocabulary)</b>	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- Sharp, Fast, exaggerated Relationship-Complement, contrast, counterpoint, formations, duet Bollywood, Kathak, Hip Hop, Street, Bhangra	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, accelerate, quick Retrograde, unison, canon, repetition, motif and development, Highlights	Actions-basic steps, Suzie Q, Shuffle step, Swivel, Transfer of Weight, Jump, Lift, Kick Dynamics-Energetic, Strong, Clear Relationship-Contact, Duet Space-Levels, Directions Choreographic devices-repetition, lead and follow Charleston, Rock 'N' Roll, iconic,	Actions-basic steps, little guns, exits and mouse holes, sunrise and sunsets, the roll, claps, point to the ceiling, Wide parallel, body roll, head turn, ball change, pas de bourree, isolation Dynamics-Energetic, Strong, Clear, fast, spunky, spritely, fierce, direct Relationship- Accumulation, mirroring, group, formation Space-Levels, Directions, size of movement, pathways, Choreographic devices- Motif and development Disco, Commercial, iconic	Action-Jazz hands, Pippin, Isolations of head, shoulders and hips, Wide second, Turn out Dynamics-Strong/Light, Soft/Sharp, Space-Levels, Directions, Size of movement, Relationship-Contact, action and reaction Jazz, Bob Fosse, Chicago, Musical Theatre, Choreographic intention	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 Relationships-formations, mirroring, contact, Contrast, Complement, Counterpoint, Accumulation (Movement), Action and Reaction Dynamics-fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt Beginning/middle/end, Transitions, Climax, Unison and canon, Repetition, highlights
<b>Maths Across the Curriculum</b>	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, formation & shapes, pathways, patterns	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, formation & shapes, pathways, patterns	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, formation & shapes, pathways, patterns	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, formation & shapes, pathways, patterns	Using counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/dancers/props/s et, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs. Number of dancers, repetition, formation & shapes, pathways, patterns	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, formation & shapes, pathways, patterns
<b>Links to careers/aspirations</b>	Dance performance, further vocational training, Dance teaching, Choreographer, Props/ Costume designer, Film Maker/Director.	Dance performance, further vocational training, dance teaching, choreographer	Dance performance, further vocational training, dance teaching, choreographer	Dance performance, further vocational training, dance teaching, choreographer	Dance performance, further vocational training, Dance teaching, Choreographer, Musical Theatre Performer	Dance performance, further vocational training, dance teaching, choreographer
<b>Cultural Capital</b>	Appreciation and exploration of dance styles from a wide range of cultures across the world  Students to work in diverse and mixed groups  Exploring the work from multiple perspectives  Encouraging the expression of diverse perspectives and interpretations  KS3 Dance club  Whole School Production	Appreciation and exploration of traditional dance styles  Students to work in diverse and mixed groups  Exploring the work from multiple perspectives  Encouraging the expression of diverse perspectives and interpretations  Opportunities for students to draw on their own experiences  KS3 Dance club Whole School Production	Appreciation and exploration of a variety of dance styles  Students to work in diverse and mixed groups  Exploring the work from multiple perspectives  Encouraging the expression of diverse perspectives and interpretations  Opportunities for students to draw on their own experiences  KS3 Dance club Whole School Production	Appreciation and exploration of a variety of dance styles  Students to work in diverse and mixed groups  Exploring the work from multiple perspectives  Encouraging the expression of diverse perspectives and interpretations  Opportunities for students to draw on their own experiences  KS3 Dance club Whole School Production	Appreciation and exploration of dance styles from a wide range of cultures across the world  Students to work in diverse and mixed groups  Exploring the work from multiple perspectives  Encouraging the expression of diverse perspectives and interpretations  Opportunities for students to draw on their own experiences  KS3 Dance club Whole School Production	Appreciation and exploration of traditional dance styles  Students to work in diverse and mixed groups  Exploring the work from multiple perspectives  Encouraging the expression of diverse perspectives and interpretations  Opportunities for students to draw on their own experiences  KS3 Dance club Whole School Production
<b>Practical Application of Skills</b>	Peer-peer performance showcases	Peer-peer performance showcases	Peer-peer performance showcases	Peer-peer performance showcases	Peer-peer performance showcases	Peer-peer performance showcases