## Performing Arts Department – Year 9 Dance

Theme/Topic/Skill:ip-Hop/Street danceWord on the streetWord on the streetIs have studied aety of dance stylesaround the globeughout YR 7 and 8.unit focuses on streetet and Hip-Hop,hing on the history ofenergence of theet style, classichop dance moves, andrre.evelop understandingp-hop as a style ofet.eate choreography intyle of Hip-Hopore and develop thewing over 6 lessons:reographyLearn Stylised motifs(Action Content)rn basic steps ofHop dancern motifs incorporatingnt Hip-Hop movementsCreate StylisedMotifs (ActionContent)	Theme/Topic/Skill: Merce Cunningham/ Chance Method Choreography Chance Pupils will have a strong skill set for choreography, having completed YR 7 and 8. Chance choreography offers insight into the choreographic process of Merce Cunningham, one of the pioneers of contemporary dance. This unit offers historical context to contemporary dance as well as a new way to choreographic devices and principals through exploring chance methods and probability Explore and develop the following over 6 lessons: Choreography • Create Stylised Motifs (Action Content) - Create a duet using solo motifs based on the roll of a dice and pre-determined categories. - Create a quartet based on the random selection of suits in a pack of cards using unison and action to drive the choreography.	Theme/Topic/Skill:Capoeira/Martial arts and dance CapoeiraPupils will be introduced to Brazilian martial art dance, Capoeira as they continue to learn about new styles of dance. Pupils will have a strong focus on physical skills in this unit, to enhance their skills as fit and healthy dancers.To be able to show good physical skills including, balance, control, coordination, strength and stamina.Explore and develop the following over 6 lessons:Choreography • Learn Stylised Motifs (Action Content)-Learn basic movements of Brazilian martial arts dance Capoeira including Ginga, Au and the Pontera kick -Accurately replicate motifs, steps and movements and embody dance style	Theme/Topic/Skill:         Contact improvisation Contact         Pupils will have had some experience of contact throughout their KS3 Dance journey, however as skilled dancers, students have more awareness of their body. Pupils will now learn the fundamentals of contact work including taking weight, counterbalances and lifts. Pupils will explore more advanced techniques, preparing them for the next unit of work.         To be able to safely take weight, perform counterbalances and lifts. To create choreography focusing on contact work.         Explore and develop the following over 6 lessons:         Choreography • Learn Stylised Motifs (Action Content)         -Learn how to take weight safely         -Learn how to do basic dance lifts         -Learn how to be a base and a top/flyer.	Theme/Topic/Skill:Christopher Bruce/Themes SwansongPupils have studied a variety of styles. This unit of work explores a professional dance work and choreographer. Each lesson takes a mini workshop approach as students continue to develop their choreography skills. Students will use themes and movement from swansong as stimulus. Preparing them for their final unit of work in KS3.To be able to choreograph a trio using a stimulus and theme, communicating ideas through movementExplore and develop the following over 6 lessons:Choreography • Create Stylised Motifs (Action Content)-Create solo chair sequences using prompts as a stimulus-Create a trio choreography using the chair as a prop	Theme/Topic/Skill:         Choreography Interpreting Stimuli         Pupils are at the end of their KS3 Dance journey. Students have a chance to exercise their choreographic skills in this final u Students can apply everything th have learnt about the foundation dance and choreographic metho and processes when they explore variety of stimuli to create choreography pieces.         To understand choreographic processes and how stimulus can inform/ produce choreography.         Explore and develop the followi over 6 lessons:         Choreography • Create Stylised Motifs (Act Content)         -Create choreography using image -Create choreography using Text -Create choreography using Obje -Students will explore the followi
ety of dance styles around the globe ughout YR 7 and 8. unit focuses on street te and Hip-Hop, hing on the history of emergence of the se style, classic hop dance moves, and irre. evelop understanding p-hop as a style of te. eate choreography in style of Hip-Hop ore and develop the wing over 6 lessons: reography Learn Stylised motifs (Action Content) rn basic steps of Hop dance rn basic locking moves rn motifs incorporating at Hip-Hop movements Create Stylised Motifs (Action	skill set for choreography, having completed YR 7 and S. Chance choreography offers insight into the choreographic process of Merce Cunningham, one of the pioneers of contemporary dance. This unit offers historical context to contemporary dance as well as a new way to choreographic devices and principals through exploring chance methods and probability Explore and develop the following over 6 lessons: Choreography • Create Stylised Motifs (Action Content) • Create a duet using solo motifs based on the roll of a dice and pre-determined categories. • Create a quartet based on the random selection of suits in a pack of cards using unison and action to	<ul> <li>Brazilian martial art dance, Capoeira as they continue to learn about new styles of dance. Pupils will have a strong focus on physical skills in this unit, to enhance their skills as fit and healthy dancers.</li> <li>To be able to show good physical skills including, balance, control, coordination, strength and stamina.</li> <li>Explore and develop the following over 6 lessons:</li> <li>Choreography <ul> <li>Learn Stylised Motifs (Action Content)</li> </ul> </li> <li>Learn basic movements of Brazilian martial arts dance Capoeira including Ginga, Au and the Pontera kick</li> <li>-Accurately replicate motifs, steps and movements and embody</li> </ul>	of contact throughout their KS3 Dance journey, however as skilled dancers, students have more awareness of their body. Pupils will now learn the fundamentals of contact work including taking weight, counterbalances and lifts. Pupils will explore more advanced techniques, preparing them for the next unit of work. To be able to safely take weight, perform counterbalances and lifts. To create choreography focusing on contact work. Explore and develop the following over 6 lessons: Choreography • Learn Stylised Motifs (Action Content) -Learn how to take weight safely -Learn how to perform safe counterbalances -Learn how to do basic dance lifts -Learn how to be a base and a	<ul> <li>variety of styles. This unit of work explores a professional dance work and choreographer. Each lesson takes a mini workshop approach as students continue to develop their choreography skills.</li> <li>Students will use themes and movement from swansong as stimulus.</li> <li>Preparing them for their final unit of work in KS3.</li> <li>To be able to choreograph a trio using a stimulus and theme, communicating ideas through movement</li> <li>Explore and develop the following over 6 lessons:</li> <li>Choreography</li> <li>Create Stylised Motifs (Action Content)</li> <li>-Create solo chair sequences using prompts as a stimulus</li> <li>-Create a trio choreography using the</li> </ul>	Dance journey. Students have a chance to exercise their choreographic skills in this final u Students can apply everything the have learnt about the foundation dance and choreographic metho and processes when they explore variety of stimuli to create choreography pieces. To understand choreographic processes and how stimulus can inform/ produce choreography. Explore and develop the followi over 6 lessons: <u>Choreography</u> • Create Stylised Motifs (Act Content) -Create choreography using image -Create choreography using Text -Create choreography using Obje -Students will explore the followi
p-hop as a style of te. eate choreography in style of Hip-Hop ore and develop the wing over 6 lessons: reography Learn Stylised motifs (Action Content) rn basic steps of Hop dance rn basic locking moves rn motifs incorporating at Hip-Hop movements Create Stylised Motifs (Action	<ul> <li>choreographic devices and principals through exploring chance methods and probability</li> <li>Explore and develop the following over 6 lessons:</li> <li>Choreography         <ul> <li>Create Stylised Motifs (Action Content)</li> <li>Create a duet using solo motifs based on the roll of a dice and pre-determined categories.</li> <li>Create a quartet based on the random selection of suits in a pack of cards using unison and action to</li> </ul> </li> </ul>	<ul> <li>physical skills including, balance, control, coordination, strength and stamina.</li> <li>Explore and develop the following over 6 lessons:</li> <li><u>Choreography</u> <ul> <li>Learn Stylised Motifs (Action Content)</li> </ul> </li> <li>-Learn basic movements of Brazilian martial arts dance Capoeira including Ginga, Au and the Pontera kick</li> <li>-Accurately replicate motifs, steps and movements and embody</li> </ul>	<ul> <li>perform counterbalances and lifts. To create choreography focusing on contact work.</li> <li>Explore and develop the following over 6 lessons:</li> <li><u>Choreography</u> <ul> <li>Learn Stylised Motifs (Action Content)</li> </ul> </li> <li>-Learn how to take weight safely <ul> <li>-Learn how to perform safe counterbalances</li> <li>-Learn how to do basic dance lifts</li> <li>-Learn how to be a base and a</li> </ul> </li> </ul>	a trio using a stimulus and theme, communicating ideas through movement Explore and develop the following over 6 lessons: Choreography • Create Stylised Motifs (Action Content) -Create solo chair sequences using prompts as a stimulus -Create a trio choreography using the	processes and how stimulus can inform/ produce choreography. Explore and develop the followi over 6 lessons: Choreography • Create Stylised Motifs (Ac Content) -Create choreography using imag -Create choreography using Text -Create choreography using Obje -Students will explore the follow
wing over 6 lessons: reography Learn Stylised motifs (Action Content) rn basic steps of Hop dance rn basic locking moves rn motifs incorporating ht Hip-Hop movements Create Stylised Motifs (Action	following over 6 lessons: Choreography  Create Stylised Motifs (Action Content)  Create a duet using solo motifs based on the roll of a dice and pre-determined categories.  Create a quartet based on the random selection of suits in a pack of cards using unison and action to	following over 6 lessons: Choreography  Learn Stylised Motifs (Action Content)  -Learn basic movements of Brazilian martial arts dance Capoeira including Ginga, Au and the Pontera kick -Accurately replicate motifs, steps and movements and embody	over 6 lessons: <u>Choreography</u> • Learn Stylised Motifs (Action Content) -Learn how to take weight safely -Learn how to perform safe counterbalances -Learn how to do basic dance lifts -Learn how to be a base and a	following over 6 lessons: Choreography  Create Stylised Motifs (Action Content)  -Create solo chair sequences using prompts as a stimulus  -Create a trio choreography using the	over 6 lessons: <u>Choreography</u> • Create Stylised Motifs (Ac Content) -Create choreography using imag -Create choreography using Text -Create choreography using Obje -Students will explore the follow
Learn Stylised motifs (Action Content) In basic steps of Hop dance In basic locking moves In motifs incorporating It Hip-Hop movements Create Stylised Motifs (Action	<ul> <li>Create Stylised Motifs (Action Content)</li> <li>Create a duet using solo motifs based on the roll of a dice and pre-determined categories.</li> <li>Create a quartet based on the random selection of suits in a pack of cards using unison and action to</li> </ul>	Learn Stylised Motifs (Action Content)  -Learn basic movements of Brazilian martial arts dance Capoeira including Ginga, Au and the Pontera kick  -Accurately replicate motifs, steps and movements and embody	Learn Stylised Motifs (Action Content)  -Learn how to take weight safely -Learn how to perform safe counterbalances -Learn how to do basic dance lifts -Learn how to be a base and a	Create Stylised Motifs (Action Content)  -Create solo chair sequences using prompts as a stimulus  -Create a trio choreography using the	Create Stylised Motifs (Ac Content) -Create choreography using imag -Create choreography using Text -Create choreography using Obje -Students will explore the follow
Hop dance rn basic locking moves rn motifs incorporating nt Hip-Hop movements Create Stylised Motifs (Action	motifs based on the roll of a dice and pre-determined categories. - Create a quartet based on the random selection of suits in a pack of cards using unison and action to	Brazilian martial arts dance Capoeira including Ginga, Au and the Pontera kick -Accurately replicate motifs, steps and movements and embody	-Learn how to perform safe counterbalances -Learn how to do basic dance lifts -Learn how to be a base and a	sequences using prompts as a stimulus -Create a trio choreography using the	-Create choreography using Text -Create choreography using Obje -Students will explore the follow
Create Stylised Motifs (Action	on the random selection of suits in a pack of cards using unison and action to	movements and embody			
	- Develop skills in travelling	-Focus on accurate timing, precision and extension	Create Stylised Motifs (Action Content)	- Create a duet in unison exploring Question and Answer/ Interrogation	<ul> <li>appropriately to the stimulus.</li> <li>Including:</li> <li>Relationship content</li> <li>lead and follow</li> <li>mirroring</li> </ul>
ate Hip-Hop eography exploring c steps, locking, tricks, iation changes and ax	using a flow chart and pre-set instructions (in workbook) to determine the choreography.	• Relationship content -Understand the formation Roda and why it is used in	-Create choreography incorporating weight taking, counterbalances and lifts	using Body Percussion and rhythm. -Create trio choreography using the theme 'Freedom'	<ul> <li>action and reaction</li> <li>accumulation</li> <li>complement and contrast</li> <li>counterpoint</li> <li>contact</li> </ul>
ate a climax in their ormance by adding act work, hip-hop	<ul><li>Develop Motifs using:</li><li>Dynamic content</li></ul>	formation can be brought into own choreography	intention Students will create a duet exploring	considering A/S/R/D content • Relationship content	<ul> <li>formations.</li> <li>Spatial content         <ul> <li>pathways</li> </ul> </li> </ul>
Students willCreate strong ending positiondy fir pre- Apply their knowledge of the style of dance in order to develop creatively experimenting with formation changes.Per -TC and -TC and -TC and -TC and -P PerformanceStudents willPerformance -P experimenting with formation changesD -D chat teat -P PerformancePerformance -To perform with accuracy and confidence-D -D chat teat-Final piece rehearsed and polished before performing-D -D -D Chat teat-Performance style is appropriate for the style • Demonstrating skills for performance including:-D 	- Develop a motif using dynamics based on the flipping of a coin and pre-determined categories	Action and Reaction and mirroring alongside the principles of Capoeira as a martial art	<ul><li>foundations of dance. Including:</li><li>Action content</li></ul>	- Explore lifts, manipulation and contact work and implement into	<ul> <li>levels</li> <li>directions</li> <li>size of movement</li> <li>patterns</li> </ul>
	Performance -To perform with accuracy and confidence - Perform 'chance' choreography to peers and teacher.	Develop Stylised Motifs (Action Content)     -Create Duet and group choreography using key movements and stylistic elements of Canoeira	-Gesture -Elevation -Travel -Turn -Transfer of weight -Use of a different body part -Stillness -Floorwork	- Performance -To perform with accuracy and confidence - Perform 'Freedom'	<ul> <li>spatial design.</li> <li>Dynamic content</li> <li>fast/slow</li> <li>sudden/sustained</li> <li>acceleration/deceleration</li> <li>strong/light</li> <li>direct/indirect</li> </ul>
	- Develop confidence in choreographing and performing without detailed pre-planning (improvisation skills)	Relationship content     Develop a taught motif	<ul> <li>Relationship content</li> <li>lead and follow</li> <li>mirroring</li> <li>action and reaction</li> <li>accumulation</li> </ul>	<ul> <li>To connect with the audience through basic use of Expressive Skills</li> </ul>	<ul> <li>flowing/abrupt.</li> <li>Adapt material using:</li> <li>Choreographic devices</li> </ul>
	Appreciation	and contrast and complement     Choreographic	<ul> <li>complement and contrast</li> <li>counterpoint</li> <li>contact</li> <li>formations.</li> </ul>	• Demonstrating skills for performance including:	-Students will select choreograp devices that are appropriate to t stimulus including:
	- Understand who Merce Cunningham was and -To appreciate	devices - Develop a taught motif using unison and canon	<ul> <li>Spatial content</li> <li>pathways</li> <li>levels</li> <li>directions</li> </ul>	<ul> <li>Expressive Skills</li> <li>Facial expression</li> <li>Focus</li> <li>Musicality</li> <li>Projection</li> </ul>	-Unison and Canon -Repetition -Climax -Counterpoint
	Cunningham's processes and how he developed work based on chance and probability.	climax suggest a controlled and choreographed fight sequence - such as circling around opponent using contact	<ul> <li>patterns</li> <li>spatial design.</li> <li>Dynamic content</li> </ul>	- Use appropriate facial expression/gesture based on character exploration	-Complement and contrast -Highlights <u>Performance</u>
	Feedback     Development of self and     peer evaluative skills	<u>Performance</u>	<ul> <li>sudden/sustained</li> <li>acceleration/deceleration</li> <li>strong/light</li> </ul>	through dance. <u>Appreciation</u> • Knowledge	-To perform with accuracy and confidence - Perform 'Stimulus' choreograp
	<ul> <li>Use of key terminology when giving feedback</li> <li>Justify feedback given</li> </ul>	<ul> <li>perform using stylised movements in a safe and controlled way.</li> <li>To perform with accuracy and confidence</li> </ul>	<ul> <li>direct/indirect</li> <li>flowing/abrupt.</li> <li>Performance</li> </ul>	<ul> <li>be introduced to</li> <li>Christopher Bruce</li> <li>Watch the piece/extracts</li> </ul>	peers and teacher - To connect with the audience through basic use of Expressive
	with clear and appropriate examples	-To connect with the audience through basic	-To perform with accuracy and confidence	of 'Swan Song' (Christopher Bruce). -Discuss the key elements	Appreciation • Knowledge
ecta availational and a second	estrong ending or and with accuracy onfidence piece rehearsed and ed before ming commance style is priate for the style Demonstrating skills for performance ncluding: estive skills dination rol gth ice	e Hip-Hop bgraphy exploring steps, locking, tricks, tion changes and transce by adding tr work, hip-hop etc e strong ending on Relationship content y their knowledge of yle of dance in order elop creatively menting with tion changes. Relation shares the accuracy present in structions (in workbook) to determine the choreography. Develop Motifs using: • Dynamic content • Dynamic content • Dynamic content • Dynamic content • Develop a motif using dynamics based on the flipping of a coin and pre-determined categories Relationship content • Develop a motif using dynamics based on the flipping of a coin and pre-determined categories Perform with accuracy and confidence • To perform with accuracy and confidence • Develop confidence in choreography to peers and teacher. • Develop confidence in choreographing and performing without detailed pre-planning (improvisation skills) • Knowledge • Understand who Merce Cunningham was and • Cunningham was and • To appreciate Cunningham was and • To appreciate Cunningham was and • Develop confidence and probability. totion cality ing tai skills dination or gh tote ce curaciation curace curaciation curace curaciation curace curaciation curace curaciation curace curaciation curace curaciation curace curaciation	<ul> <li>e Hip-Hop graphy exploring the set instructions (in the choreography.</li> <li>Develop Motifs using:</li> <li>Develop a motif using dynamics based on the flipping of a coin and pre-determined categories</li> <li>Develop a motif using dynamics based on the flipping of a coin and pre-determined categories</li> <li>Develop Stylised Motifs (Action Content)</li> <li>Develop Stylised Motifs (Action Content)</li> <li>Develop confidence in choreography to peers and teacher.</li> <li>Develop a motif using dynamics based on the flipping of a coin and pre-determined categories</li> <li>Perform with accuracy and confidence</li> <li>Develop confidence in choreography to peers and teacher.</li> <li>Develop a taught motif using repetition, contact and confidence</li> <li>Develop confidence in choreographing and performing without detailed pre-planning (improvisation skills)</li> <li>Mondege</li> <li>Understand who Merce Cunningham was and</li> <li>Develop a taught motif using repetition, contact and contrast and complement</li> <li>Develop a taught motif using unison and canon</li> <li>Choreographing and performance including:</li> <li>Knowledge</li> <li>Understand who Merce Cunningham was and probability.</li> <li>Develop a taught motif using unison and canon</li> <li>Choreographing and per evaluative skills</li> <li>Develop a taught motif using unison and canon</li> <li>Choreographing and per evaluative skills</li> <li>Develop a taught motif using unison and canon</li> <li>Develop a taught motif using unison and canon</li> <li>Choreographing and per evaluative skills</li> <li>Development of self an</li></ul>	<ul> <li>e Hig-Hop ography explored instructions (in workbook) to determine the choreography, spice instructions (in workbook) to determine the choreography, incorporating weight taking, counterbalances and unit is used in an unit is used in the choreography, incorporating weight taking, counterbalances and units.</li> <li>Develop Motifs using:         <ul> <li>Develop Motifs using:</li> <li>Develop a motif using dynamics based on the flipping of a coin and pre-determined categories</li> <li>Action Cate in order dynamics based on the flipping of a coin and pre-determined categories</li> <li>Develop Stylised dynamics based on the flipping of a coin and pre-determined categories</li> <li>Develop Stylised dynamics based on the flipping of a coin and pre-determined categories</li> <li>Develop Stylised dynamics based on the flipping of a coin and pre-determined categories</li> <li>Develop Stylised dynamics based on the flipping of a coin and pre-determined categories</li> <li>Develop confidence in choreography to peers and function detailer.</li> <li>Develop confidence in choreography to peers and to accumulation</li> <li>Choreographing and performing without detailed pre-planing was and to complement</li> <li>Develop a taught motif using repetition, contact and complement and contrast and complement and contrast and complement and contrast and contrast and contrast and per evaluative skils</li> <li>Develop ment of self and peer evaluative skils</li> <li>Develop ment using unison and acono direction direction direction direction devices</li> <li>Develop ment using unison and canoo direction direction direction direction direction direction direction direction direction direc</li></ul></li></ul>	<ul> <li>e Hip Hoo graphy seguing is a flow chart and pre-set instructions (in weight stating, counterbalances and the charcegraphy.</li> <li>Develop Mofits using: - Develop moff using: - Develop a moff using: - Develop confidence in choreography thou etable.ch. - Develop confidence in choreography to personal parformation with accuracy and confidence etable.ch. - Develop confidence in choreography thou etable.ch. - Develop confidence in choreography thou etable.ch. - Develop confidence in choreography thou etable.ch. - Develop confidence in choreography thou etable.ch. - Develop confidence in choreography to personal parformation was and ming: - Develop confidence in choreography to personal complement a docuracy and confidence - Choreography to create charding: - Develop a taught moff using indent choreography contact.</li> <li>- Develop a taught moff using indent cho</li></ul>

SHS Curriculum Maps/SAH/2020

danc -Mak Hip-t style (Dive Blue	alities of hip hop as a nce style ake connections with p-hop and more modern les of street dance		for performance including:	- To connect with the audience through basic use of physical skills	Body Percusion, Torture, The End)	stimulus an dhow that translates to A/S/R/D/ or CD's
Hip-f style (Dive Blue	b-hop and more modern les of street dance					
	versity, Step-Up, Boy le Entertainment)		<ul> <li>Physical skills</li> <li>Balance</li> <li>Coordination</li> <li>Control</li> <li>Strength</li> <li>Stamina</li> </ul>	<ul> <li>Demonstrating skills for performance including:</li> <li>Physical skills</li> <li>Balance</li> <li>Coordination</li> </ul>	<ul> <li>Feedback</li> <li>Development of self and peer evaluative skills</li> <li>Use of key terminology when giving feedback</li> </ul>	<ul> <li>Feedback</li> <li>Development of self and peer evaluative skills</li> <li>Use of key terminology when giving feedback</li> </ul>
	Feedback			<ul><li>Control</li><li>Strength</li></ul>	- Justify feedback given	- Justify feedback given with clear
	Development of self and eer evaluative skills		Appreciation • Feedback	• Stamina	with clear and appropriate examples.	and appropriate examples. -To use feedback to improve
	Jse of key terminology nen giving feedback		- Development of self and peer evaluative skills	Appreciation     Knowledge	-To use feedback to improve choreography	choreography
with	ustify feedback given th clear and appropriate amples		<ul> <li>Use of key terminology when giving feedback</li> </ul>	-Explore a variety of contact techniques/ holds		
-Use	se feedback to revise		<ul> <li>Justify feedback given with clear and appropriate examples.</li> </ul>	-Discuss the key elements of contact work		
chor	preography		-To use feedback to revise choreography	Feedback     Develop analysis or evaluation skills		
				-Development of self and peer evaluative skills		
				- Use of key terminology when giving feedback		
				- Justify feedback given with clear and appropriate examples.		
Language for Life (Key terms/Vocabulary)	vation, gesture, Iness, use of different dy parts, floor work, nsfer of weight ace-Pathways, Levels, ections, size of wement, patterns, atial design, symmetry namics-fast/slow, dden/sustained, celeration/deceleration, ong/light, ect/indirect, wing/abrupt ationship-Formation, ginning/middle/end, nsitions, Hip-Hop, cking, Kick ball change, lock, Lock, Uncle sam int, Scoobot	probability, chance, Choreography Space-Pathways, Levels, direction, Motif, Relationships-Contact, Solo, Duet, Quartet Dynamics-Fast, Slow, Heavy, Soft Choreographic Devices-Unison and Canon	Actions-Travel, Turn, Elevation, gesture, Stillness, use of different body parts, floor work, transfer of weight, Ginga, Cocorinha, Pointera, Armarda, Block, Kick, Cartwheel. Space-Pathways, Levels, Directions, size of movement, patterns, spatial design Dynamics- Sharp, Fast, exaggerated Relationship-Complement, contrast, formations, duet, mirroring, contact, Roda Physical skills-Balance, Control, Coordination, Flexibility, extension Choreographic devices-Unison and Canon, Repetition, Core Stability,	Actions-Travel, Turn, Elevation, gesture, Stillness, use of different body parts, floor work, transfer of weight, rolling, falling, Sharing weight, lifts, taking weight, counterbalance Space-Pathways, Levels, Directions, size of movement, patterns, spatial design, symmetry Dynamics-fast/slow, sudden/ sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt Relationship-Formation, Solo, duet, trio, quartet, ensemble, contact, mirroring, action and reaction, accumulation Transition, touch, response, flow, recovery Physical skills-balance, strength, stamina	Actions-Travel, Turn, Elevation, gesture, Jump, Stillness, use of different body parts, floor work, transfer of weight, contact and lifts, improvisation, Christopher Bruce, Prisoner, Victim, Space-Pathways, Levels, direction, Motif, Relationships-Contact, manipulation, lifts, Solo, Duet, Trio Dynamics-Fast, Slow, Heavy, Soft Choreographic Devices-Unison and Canon Communication, prisoner, invasion of space, humiliation, restriction, narrative, character, interrogation, stylisation, contact work, isolation, Chair as Safe Haven, Interrogation, Humiliation, The Decision, Body Percussion, Torture	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 Relationship-Formation, Solo, duet, trio, quartet, ensemble, contact, mirroring, action and reaction, accumulation Beginning/middle/end, Transitions Choreographic devices- Unison and canon, climax, complement and contrast, Counterpoint, highlights, repetition
Maths Across the Curriculum Song reper	number, directions, gles, spacing, proxemics, tance on stage to dience/dancers/props/s sound – working out e volume to compliment e action (number), ning of start and end, mber and order of ngs. Number of dancers, petition, formation & apes, 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, probability, chance	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	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
Links to careers/	formance, further cational training, Dance	Contemporary Dance performance, further vocational training, Dance teaching	Contemporary Dance performance, further vocational training, Dance teaching, Fight Choreography (Film, Theatre, TV),	Contemporary Dance performance, further vocational training, Dance teaching, Fight Choreography (Film, Theatre, TV),	Contemporary Dance performance, further vocational training, Dance teaching	Contemporary Dance performance, further vocational training, Dance teaching
the h danc Stud	e history of hip-hop nce style	Exploring and appreciating the history of chance choreography and the importance to choreographic practice	Theatre, TV), Exploration of probability and place of mathematics in dance	Exploration of contact and link to contact improvisation contemporary movement Students to work in diverse and mixed groups	Developing understanding of professional dance works and choreographers processes Students to work in diverse	Developing understanding of American Modern dance style Students to work in diverse and mixed groups
Explo	<b>.</b>	Students to work in diverse and mixed groups	Exploring the work from multiple perspectives	Exploring the work from multiple perspectives	and mixed groups Exploring the work from	Exploring the work from multiple perspectives
Enco Cultural Capital expre	couraging the pression of diverse	Exploring the work from multiple perspectives Encouraging the	Encouraging the expression of diverse perspectives and	Encouraging the expression of diverse perspectives and interpretations	Exploring the work from multiple perspectives Encouraging the expression of diverse	Encouraging the expression of diverse perspectives and interpretations Opportunities for students to draw
inter	erpretations	expression of diverse perspectives and interpretations	opportunities for students	Opportunities for students to draw on their own experiences	perspectives and interpretations	on their own experiences Whole School Production
to dr	draw on their own periences	Opportunities for students to draw on their own	to draw on their own experiences	Whole School Production Performing arts trips.	Opportunities for students to draw on their own experiences	Performing arts trips.
	nole School Production forming arts trips.	experiences Whole School Production	Whole School Production Performing arts trips.		Whole School Production Performing arts trips.	
		Performing arts trips.			<b>U</b> .	