


Performing Arts Department – Year 9 Dance

 Shirley High Curriculum Map	<i>The Skilled Dance Student will study selected professional dance works, practitioners, dance styles and choreographic techniques. Students will develop their own choreographic style and practices alongside deepening their performance style through the use of expressive skills and the physical skills.</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:
	Hip-Hop/Street dance Word on the street	Merce Cunningham/ Chance Method Choreography Chance	Capoeira/Martial arts and dance Capoeira	Contact improvisation Contact	Christopher Bruce/Themes Swansong	Choreography Interpreting Stimuli
Why Now?	Pupils have studied a variety of dance styles from around the globe throughout YR 7 and 8. This unit focuses on street dance and Hip-Hop, touching on the history of the emergence of the dance style, classic Hip-hop dance moves, and culture.	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 choreograph	Pupils 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.	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.	Pupils 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.	Pupils are at the end of their KS3 Dance journey. Students have a chance to exercise their choreographic skills in this final unit. Students can apply everything they have learnt about the foundations of dance and choreographic methods and processes when they explore a variety of stimuli to create choreography pieces.
Fundamental Concepts	To develop understanding of Hip-hop as a style of dance. To create choreography in the style of Hip-Hop	To understand choreographic devices and principals through exploring chance methods and probability	To be able to show good physical skills including, balance, control, coordination, strength and stamina.	To be able to safely take weight, perform counterbalances and lifts. To create choreography focusing on contact work.	To be able to choreograph a trio using a stimulus and theme, communicating ideas through movement	To understand choreographic processes and how stimulus can inform/ produce choreography.
Students will...	<p>Explore and develop the following over 6 lessons:</p> <p><u>Choreography</u></p> <ul style="list-style-type: none"> Learn Stylised motifs (Action Content) <p>-Learn basic steps of Hip-Hop dance</p> <p>-Learn basic locking moves</p> <p>-Learn motifs incorporating learnt Hip-Hop movements</p> <ul style="list-style-type: none"> Create Stylised Motifs (Action Content) <p>-Create Hip-Hop choreography exploring basic steps, locking, tricks, formation changes and climax</p> <p>- Create a climax in their performance by adding contact work, hip-hop tricks etc</p> <p>-Create strong ending position</p> <ul style="list-style-type: none"> Relationship content <p>- Apply their knowledge of the style of dance in order to develop creatively experimenting with formation changes.</p> <p><u>Performance</u></p> <p>-To perform with accuracy and confidence</p> <p>-Final piece rehearsed and polished before performing</p> <p>- Performance style is appropriate for the style</p> <ul style="list-style-type: none"> Demonstrating skills for performance including: <p><u>Expressive skills</u></p> <p>-Facial expressions Focus -projection -Musicality -Phrasing</p> <p><u>Physical skills</u></p> <p>-Coordination -Control -Strength -Balance</p> <p><u>Appreciation</u></p> <ul style="list-style-type: none"> Knowledge 	<p>Explore and develop the following over 6 lessons:</p> <p><u>Choreography</u></p> <ul style="list-style-type: none"> Create Stylised Motifs (Action Content) <p>- Create a duet using solo motifs based on the roll of a dice and pre-determined categories.</p> <p>- Create a quartet based on the random selection of suits in a pack of cards using unison and action to drive the choreography.</p> <p>- Develop skills in travelling using a flow chart and pre-set instructions (in workbook) to determine the choreography.</p> <p><u>Develop Motifs using:</u></p> <ul style="list-style-type: none"> Dynamic content <p>- Develop a motif using dynamics based on the flipping of a coin and pre-determined categories</p> <p><u>Performance</u></p> <p>-To perform with accuracy and confidence</p> <p>- Perform 'chance' choreography to peers and teacher.</p> <p>- Develop confidence in choreographing and performing without detailed pre-planning (improvisation skills)</p> <p><u>Appreciation</u></p> <ul style="list-style-type: none"> Knowledge <p>- Understand who Merce Cunningham was and</p> <p>-To appreciate Cunningham's processes and how he developed work based on chance and probability.</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>Explore and develop the following over 6 lessons:</p> <p><u>Choreography</u></p> <ul style="list-style-type: none"> Learn Stylised Motifs (Action Content) <p>-Learn basic movements of Brazilian martial arts dance Capoeira including Ginga, Au and the Pontera kick</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"> Relationship content <p>-Understand the formation Roda and why it is used in Capoeira and how this formation can be brought into own choreography</p> <p>- Create a duet exploring Action and Reaction and mirroring alongside the principles of Capoeira as a martial art</p> <ul style="list-style-type: none"> Develop Stylised Motifs (Action Content) <p>-Create Duet and group choreography using key movements and stylistic elements of Capoeira</p> <ul style="list-style-type: none"> Relationship content <p>- Develop a taught motif using repetition, contact and contrast and complement</p> <ul style="list-style-type: none"> Choreographic devices <p>- Develop a taught motif using unison and canon</p> <p>-Choreography to create climax suggest a controlled and choreographed fight sequence - such as circling around opponent using contact</p> <p><u>Performance</u></p> <p>- perform using stylised movements in a safe and controlled way. -To perform with accuracy and confidence</p> <p>-To connect with the audience through basic use of Physical skills</p>	<p>Explore and develop the following over 6 lessons:</p> <p><u>Choreography</u></p> <ul style="list-style-type: none"> Learn Stylised Motifs (Action Content) <p>-Learn how to take weight safely</p> <p>-Learn how to perform safe counterbalances</p> <p>-Learn how to do basic dance lifts</p> <p>-Learn how to be a base and a top/flyer.</p> <ul style="list-style-type: none"> Create Stylised Motifs (Action Content) <p>-Create choreography incorporating weight taking, counterbalances and lifts</p> <p>-Respond to a choreographic intention</p> <p>Students will create a duet exploring contact but will also explore foundations of dance. Including:</p> <ul style="list-style-type: none"> Action content <p>-Gesture -Elevation -Travel -Turn -Transfer of weight -Use of a different body part -Stillness -Floorwork</p> <ul style="list-style-type: none"> Relationship content <p>- lead and follow - mirroring - action and reaction - accumulation - complement and contrast - counterpoint - contact - formations.</p> <ul style="list-style-type: none"> Spatial content <p>- pathways - levels - directions - size of movement - patterns - spatial design.</p> <ul style="list-style-type: none"> Dynamic content <p>- fast/slow - sudden/sustained - acceleration/deceleration - strong/light - direct/indirect - flowing/abrupt.</p> <p><u>Performance</u></p> <p>-To perform with accuracy and confidence</p> <p>- Perform 'Stimulus' choreography to peers and teacher</p>	<p>Explore and develop the following over 6 lessons:</p> <p><u>Choreography</u></p> <ul style="list-style-type: none"> Create Stylised Motifs (Action Content) <p>-Create solo chair sequences using prompts as a stimulus</p> <p>-Create a trio choreography using the chair as a prop</p> <p>- Create a duet in unison exploring Question and Answer/ Interrogation themes from Swansong using Body Percussion and rhythm.</p> <p>-Create trio choreography using the theme 'Freedom' considering A/S/R/D content</p> <ul style="list-style-type: none"> Relationship content <p>- Explore lifts, manipulation and contact work and implement into performance</p> <p><u>Performance</u></p> <p>-To perform with accuracy and confidence</p> <p>- Perform 'Freedom' choreography to peers and teachers.</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 expression Focus Musicality Projection <p>- Use appropriate facial expression/gesture based on character exploration through dance.</p> <p><u>Appreciation</u></p> <ul style="list-style-type: none"> Knowledge <p>- be introduced to Christopher Bruce</p> <p>- Watch the piece/extracts of 'Swan Song' (Christopher Bruce).</p> <p>-Discuss the key elements of the piece (Chair as Safe Haven, Interrogation,</p>	<p>Explore and develop the following over 6 lessons:</p> <p><u>Choreography</u></p> <ul style="list-style-type: none"> Create Stylised Motifs (Action Content) <p>-Create choreography using image</p> <p>-Create choreography using Text</p> <p>-Create choreography using Object</p> <p>-Students will explore the following appropriately to the stimulus. Including:</p> <ul style="list-style-type: none"> Relationship content <p>- lead and follow - mirroring - action and reaction - accumulation - complement and contrast - counterpoint - contact - formations.</p> <ul style="list-style-type: none"> Spatial content <p>- pathways - levels - directions - size of movement - patterns - spatial design.</p> <ul style="list-style-type: none"> Dynamic content <p>- fast/slow - sudden/sustained - acceleration/deceleration - strong/light - direct/indirect - flowing/abrupt.</p> <ul style="list-style-type: none"> Adapt material using: <ul style="list-style-type: none"> Choreographic devices <p>-Students will select choreographic devices that are appropriate to their stimulus including:</p> <p>-Unison and Canon -Repetition -Climax -Counterpoint -Complement and contrast -Highlights</p> <p><u>Performance</u></p> <p>-To perform with accuracy and confidence</p> <p>- Perform 'Stimulus' choreography to peers and teacher</p> <p>- To connect with the audience through basic use of Expressive Skills</p> <p><u>Appreciation</u></p> <ul style="list-style-type: none"> Knowledge <p>-Explore a variety of different stimuli</p>

	<p>- be introduced to the qualities of hip hop as a dance style</p> <p>-Make connections with Hip-hop and more modern styles of street dance (Diversity, Step-Up, Boy Blue Entertainment)</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>-Use feedback to revise choreography</p>		<ul style="list-style-type: none"> Demonstrating skills for performance including: Physical skills Balance Coordination Control Strength Stamina <p>Appreciation</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 physical skills</p> <ul style="list-style-type: none"> Demonstrating skills for performance including: Physical skills Balance Coordination Control Strength Stamina <p>Appreciation</p> <ul style="list-style-type: none"> Knowledge <p>-Explore a variety of contact techniques/ holds</p> <p>-Discuss the key elements of contact work</p> <ul style="list-style-type: none"> Feedback <p>- Develop analysis or evaluation skills</p> <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>Humiliation, The Decision, Body Percussion, Torture, The End)</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 improve choreography</p>	<p>-Discuss the key elements of a stimulus an dhow that translates to A/S/R/D/ or CD's</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 improve choreography</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 Relationship-Formation, Beginning/middle/end, Transitions, Hip-Hop, Locking, Kick ball change, Uplock, Lock, Uncle sam point, Scoobot</p>	<p>Actions-Travel, Turn, Elevation, gesture, Jump, Stillness, use of different body parts, floor work, transfer of weight, contact and lifts, improvisation, Merce Cunningham, probability, chance, Choreography Space-Pathways, Levels, direction, Motif, Relationships-Contact, Solo, Duet, Quartet Dynamics-Fast, Slow, Heavy, Soft Choreographic Devices-Unison and Canon</p>	<p>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,</p>	<p>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</p>	<p>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</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, 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</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, formation & shapes, pathways, patterns</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, formation & shapes, pathways, patterns, probability, chance</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, formation & shapes, pathways, patterns</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, formation & shapes, pathways, patterns</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, formation & shapes, pathways, patterns</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, formation & shapes, pathways, patterns</p>
Links to careers/ aspirations	<p>Contemporary Dance performance, further vocational training, Dance teaching</p>	<p>Contemporary Dance performance, further vocational training, Dance teaching</p>	<p>Contemporary Dance performance, further vocational training, Dance teaching, Fight Choreography (Film, Theatre, TV),</p>	<p>Contemporary Dance performance, further vocational training, Dance teaching, Fight Choreography (Film, Theatre, TV),</p>	<p>Contemporary Dance performance, further vocational training, Dance teaching</p>	<p>Contemporary Dance performance, further vocational training, Dance teaching</p>
Cultural Capital	<p>Exploring and appreciating the history of hip-hop 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>Whole School Production Performing arts trips.</p>	<p>Exploring and appreciating the history of chance choreography and the importance to choreographic practice</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>Whole School Production Performing arts trips.</p>	<p>Exploration of probability and place of mathematics in dance</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>Whole School Production Performing arts trips.</p>	<p>Exploration of contact and link to contact improvisation contemporary movement</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>Whole School Production Performing arts trips.</p>	<p>Developing understanding of professional dance works and choreographers processes</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>Whole School Production Performing arts trips.</p>	<p>Developing understanding of American Modern 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>Whole School Production Performing arts trips.</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>