

KS3-YEAR 8 Curriculum Overview: DANCE

Key Info:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic:</p> <p>Lessons per week: (1 or 2 hours per week)</p>	<p>5 Soldiers</p> <p><i>A scheme that uses the professional performance by Rosie Kay Dance Company to get you used to key Dance skills such as applying action, spatial, dynamic and relationship content to show the choreographic intention.</i></p> <p>Professional work</p> <p>Rosie Kay Dance Company</p> <p>"5 Soldiers"</p>	<p>Suffragettes</p> <p><i>A scheme that uses the historical context of the suffragette movement to get you used to the choreographic process of selecting and applying the technical skills in response to a moment in history.</i></p> <p>Professional work</p> <p>ZooNation</p> <p>"Sylvia"</p>	<p>Shadows</p> <p><i>A scheme that uses the stimulus of the professional performance by ZooNation The Kate Prince Company to get you to apply technical skills and further develop expressive and physical skills.</i></p> <p>Professional work</p> <p>Christopher Bruce</p> <p>"Shadows"</p>	<p>The Red Shoes</p> <p><i>A scheme that uses the poem 'my name is cocaine' to get you used to the choreographic process of selecting and applying the technical skills in response to a piece of literature.</i></p> <p>Professional work</p> <p>Matthew Bourne</p> <p>"The Red Shoes"</p>	<p>Black Lives Matter</p> <p><i>A scheme that uses the professional performance by Diversity to get you used to key Dance skills such as applying action, spatial, dynamic and relationship content to show the choreographic intention.</i></p> <p>Professional work</p> <p>Diversity</p> <p>"Britain's Got Talent" – YouTube video</p>	<p>West Side Story</p> <p><i>A scheme that uses the professional performance West Side Story to get you used to key Dance skills explored jazz and contemporary dance to explore the social and cultural contexts.</i></p> <p>Professional work</p> <p>Jerome Robbins</p> <p>"West Side Story"</p>
<p>Key Knowledge/Skills covered in the scheme</p>	<ul style="list-style-type: none"> ✓ Technical skills (actions, space, dynamics and dynamics) used and referred to in each lesson. ✓ Technical and expressive skill explored in each lesson. 	<ul style="list-style-type: none"> ✓ Technical skills (actions, space, dynamics and dynamics) used and referred to in each lesson. ✓ Technical and expressive skill explored in each lesson. 	<ul style="list-style-type: none"> ✓ Technical skills (actions, space, dynamics and dynamics) used and referred to in each lesson. ✓ Technical and expressive skill explored in each lesson. 	<ul style="list-style-type: none"> ✓ Technical skills (actions, space, dynamics and dynamics) used and referred to in each lesson. ✓ Technical and expressive skill explored in each lesson. 	<ul style="list-style-type: none"> ✓ Technical skills (actions, space, dynamics and dynamics) used and referred to in each lesson. ✓ Technical and expressive skill explored in each lesson. 	<ul style="list-style-type: none"> ✓ Technical skills (actions, space, dynamics and dynamics) used and referred to in each lesson. ✓ Technical and expressive skill explored in each lesson.
<p>Assessment (Bold-School assessment data input)</p> <p>(Colour coded to link with GCSE/BTEC Component focus)</p>	<p>Assessed throughout the scheme for choreography and written appreciation.</p> <p>Particular focused assessment for: Paired performance in response to choreographic intention and demonstration of technical skills. Evaluation of own performance.</p>	<p>Assessed throughout the scheme for choreography and written appreciation.</p> <p>Particular focused assessment for: Trio performance in response to choreographic intention and demonstration of technical skills. Evaluation of own performance.</p>	<p>Assessed throughout the scheme for choreography and written appreciation.</p> <p>Particular focused assessment for: Quartet performance in response to choreographic style and demonstration of technical skills. Evaluation of own performance.</p>	<p>Assessed throughout the scheme for choreography and written appreciation.</p> <p>Particular focused assessment for: Quartet performance in response to choreographic style and demonstration of technical and expressive skills. Evaluation of own performance.</p>	<p>Assessed throughout the scheme for choreography and written appreciation.</p> <p>Particular focused assessment for: Trio performance in response to choreographic intention and demonstration of technical skills. Evaluation of own performance.</p>	<p>Assessed throughout the scheme for choreography and written appreciation.</p> <p>Particular focused assessment for: Quartet performance in response to choreographic intention and demonstration of technical skills. Evaluation of own performance.</p>
<p>Building on prior learning</p>	<ul style="list-style-type: none"> • Builds on Dance skills learnt in Year 7. • Develops knowledge of and practical application of dance skills, character building and key dance skills. 					
<p>Links to National Curriculum</p>	<p>Links to KS3 Spoken English and Physical Education NC. Key aspects include:</p> <ul style="list-style-type: none"> • <i>speaking confidently and effectively in a range of formal and informal contexts, including classroom discussion and debates</i> • <i>Express their own ideas and keeping to the point</i> • <i>Choreographing, rehearsing, performing, and appreciating own, professional and peer performances.</i> • <i>Appreciation of own, professional and peer performances will consider the effective use of technical action, spatial, dynamic and relationship content), physical and expressive skills.</i> 					
<p>Next Stage of Education:</p>	<p>GCSE Dance</p>					

Links to GCSE/BTEC Specification	<p>Component 1 60% Performance – replicating repertoire accurately – 30% Choreography - responding to a given stimulus – 30%</p> <p>Component 2 40 % Dance Appreciation – interpretation of professional dance anthology – 40%</p> <p>BTEC Component 1 – professional performance work and the interrelationships of constituent features – 30% Component 2 – develop skills and techniques for performance and reviewing own development and contribution – 30% Component 3 – responding to a brief, selecting appropriate skills for performance and evaluation – 40%</p>
Independent/Home learning	<ul style="list-style-type: none"> • Booklet to complete for independent learning plus comprehension and written tasks (self and peer assessment, describing selected motifs, appreciation of performance) to be completed in class.
Cross-Curricular Links	<ul style="list-style-type: none"> • Subjects links include - English/Maths/SMSC/Drama/Music
Reading/Literacy	<ul style="list-style-type: none"> • Booklets are provided in each scheme of learning that includes reading to support the topic selected, stimulus explored and knowledge of skills and techniques specific to Dance. • Homework will encourage independent reading to support the topic selected, stimulus explored and knowledge of skills and techniques specific to Dance.
Cultural Capital & Extra Curricular Opportunities	<ul style="list-style-type: none"> • School Production. • KS3 Dance Companies. • Catch-up sessions.
Positive Impact on personal Development (SMSC)	<ul style="list-style-type: none"> • To gain an understanding of the social, historical, and cultural context of the stimuli. • Professional performances are also used to help develop understanding of dance styles. • The schemes are designed to help gain an understanding of the world and challenges. • Opportunities are given to offer opinions and justify ideas. • Chance to use a range of social skills when working with others.