

KS3 - YEAR 9 Curriculum Overview: DANCE

Key Info:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme (Pearson Set Assignment)	Equality	Journey	Identity	Conflict	Misfortune	Growth
Topic: Lessons per week: (2 hour per week)	Developing Technique Rooster <i>A scheme that uses the professional work Rooster to get you used to the criteria associated with Component 2. Focus of the scheme is to develop technical ability through the learning of professional repertoire. Reviewing and documenting the process of improving one's technical ability.</i> Professional work Christopher Bruce "Rooster"	Developing Technique Swan Lake <i>A scheme that uses the professional work Swan Lake to get you used to the criteria associated with Component 2. Focus of the scheme is to develop technical ability through the learning of professional repertoire. Reviewing and documenting the process of improving one's technical ability.</i> Practitioner Matthew Bourne "Swan Lake"	Investigating a Practitioner Mad Hatter's Tea Party <i>A scheme that investigates the approaches and process of a given practitioner to get you used to the criteria associated with Component 1. Focus of the scheme is to develop knowledge of the practitioner's chosen style and performance works in a written modified research journal.</i> Practitioner ZooNation The Kate Prince Company "Mad Hatter's Tea Party"	Investigating a Practitioner Asylum <i>A scheme that investigates the approaches and process of a given practitioner to get you used to the criteria associated with Component 1. Focus of the scheme is to develop knowledge of the practitioner's chosen style and performance works in a written modified research journal.</i> Practitioner Rosie Kay "Asylum"	Responding to a Brief Sweet Charity <i>A scheme that explores the idea of responding to a brief to get you used to the criteria associated with Component 3. Focus of the scheme is to develop choreographic ability through the creating of material in response to the professional work and themes from Sweet Charity.</i> Practitioner Bob Fosse "Sweet Charity"	Responding to a Brief Chicago <i>A scheme that explores the idea of responding to a brief to get you used to the criteria associated with Component 3. Focus of the scheme is to develop choreographic ability through the creating of material in response to the professional work and themes from Chicago.</i> Practitioner Bob Fosse "Chicago"
Key Knowledge/Skills covered in the scheme	<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. ✓ Dance appreciation writing skills are explored through verbal and written tasks. 	<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. ✓ Dance appreciation writing skills are explored through verbal and written tasks. 	<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. ✓ Dance appreciation writing skills are explored through verbal and written tasks. 	<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. ✓ Dance appreciation writing skills are explored through verbal and written tasks. 	<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. ✓ Dance appreciation writing skills are explored through verbal and written tasks. 	<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. ✓ Dance appreciation writing skills are explored through verbal and written tasks.
Assessment (Bold-School assessment data input) (Colour coded to link with GCSE/BTEC Component focus)	Assessed throughout the scheme for accurate performance of repertoire and written work. SMART Target writing and review.	Assessed throughout the scheme for accurate performance of repertoire and written work. SMART Target writing and review.	Assessed throughout the scheme for choreographic processes. Written research journal comparing the styles, processes, and approaches of the two practitioners selecting examples from the	Assessed throughout the scheme for choreographic processes. Written research journal comparing the styles, processes, and approaches of the two practitioners selecting examples from the	Assessed throughout the scheme for knowledge of practitioner and their work. Activity log reflecting on process and skills.	Assessed throughout the scheme for knowledge of practitioner and their work. Activity log reflecting on success of choreography linking to the brief.

			given works.	given works.		
Building on prior learning	<ul style="list-style-type: none"> Builds on Dance skills learnt in Year 8 school. Develops knowledge of and practical application of dance skills, character building and key dance skills. 					
Links to National Curriculum	Links to KS3 Spoken English and Physical Education NC. Key aspects include: <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> 					
Next Stage of Education: Links to GCSE/BTEC Specification	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%					
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. 					