

Subject	Dance		
	Interpretation of National Curriculum into Year group Endpoints		
Year	Term 1	Term 2	Term 3
8	<p>The use of dance to communicate a narrative or theme</p> <ul style="list-style-type: none"> • How dance can communicate a theme or narrative through movement, the choreographic devices; canon, unison, formation, retrograde and level and musicality • Starting to understand how the work of Christopher Bruce was influenced by personal experiences and begin to apply this to the students' own work • Understanding the concept of a contemporary dance piece in relation to technical and performance skill requirements • To incorporate the use of a prop (specifically a chair) as an aid, to communicate a story and add interest to movement • Performing to peers and giving detailed feedback using Tier 3 vocabulary • Developing effective practice methods 	<p>Responding to a text to choreograph a contemporary dance phase</p> <ul style="list-style-type: none"> • Understand how dance originates through simple motifs and then is developed through the use of choreographic devices - canon, unison, retrograde, embellishment, levels, size, tempo, space, relationships, students will identify and recognise this in their work and the work of others. • Starting to refine the technical elements timing, extension, focus, during rehearsal • Students will continue to appreciate the foundations of Dance – Jump, turn, gesture, fall, travel, stillness and how these form the backbone of all works • Performing to peers and giving detailed feedback using Tier 3 vocabulary • Developing effective practice methods 	<p>Different choreographic techniques</p> <ul style="list-style-type: none"> • What is Merce Cunningham's Chance technique? Pure dance no meaning her work is all about the movement. • How Chance can be applied to choreograph contemporary dance phrases • Analyse the advantages of applying this technique and compare it to the stimulus and motif method. • Selecting appropriate accompaniment for the intention of the piece • Performing to peers and giving detailed feedback using Tier 3 vocabulary • Students will be able to identify the major bones of the body and answer simple anatomical and physiological questions relating to physical activity