

Dance Curriculum Overview 2021-22

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What will students learn in each year?

Year 7	
Term 1	<p>Introduction to Year 7: Using words as a stimulus – Student will do a variety of group tasks creating choreography using the 5 basic body actions. Later on in the term student will develop their choreography using DYNAMICS.</p>
Term 2	<p>Secret Agents: Creating dance with a narrative content and characterization – Students will learn a set dance based on secret agents and then collaboratively in groups develop by adding DYNAMICS, LEVELS & own CHOREOGRAPHY, finish with a performance for Assessment.</p>
Term 3	<p>Spanish Dance: Rhythm in dance and characteristics of Spanish dance - Students will learn a set dance based on Spanish Dance, during the term students will create their own clapping rhythms and develop these into actions; finish with a performance for Assessment.</p>
Term 4	<p>Musical's: Musical theatre performance exploring one shows - Students will learn a set dance based on a Musical – students will work independently to develop their performance skills such as extension, timing & characterisation. Students will also create a duet within the rock & roll style; finish with a performance for assessment.</p>
Term 5	<p>Delicate: Contact work based on 'James Cousins' professional work 'Within Her Eyes' – Students will work within pairs to establish a safe understanding of contact work via , lift, lean & touch. Students will develop understanding of 'Transitions'; finishing in a performance for assessment.</p>
Term 6	<p>Recycling: Creating dance using verbs to describe recycling actions - Students will learn a set phrase based on recycling actions, students will focus on DYNAMICS and LEVELS. Students will also work within groups to CREATIVE & DEVELOP their sequences using ACTIONS, FORMATIONS & CANON.</p>

Year 8	
Term 1	<p>Thriller Characterisation in dance focusing on Thriller by Michael Jackson – Students will learn a set dance based on ‘Thriller’ focusing on Performance Skills such as TIMING, EXTENSION, and DYNAMICS & FACIAL EXPRESSIONS. Finish with a performance for Assessment.</p>
Term 2	<p>Graffiti Art: Urban dance and its relationship to urban culture – Students work in groups to create a group name using their bodies, students then use TRANSITIONS to link these letters together using the 5 BASIC BODY ACTIONS. Students will also learn some basic Street Dance moves, to develop and add to their own work; finish with a performance for Assessment.</p>
Term 3	<p>Martial Arts: Looking at Capoeira and martial arts culture in relation to dance – Students will learn a set phrase based on Capoeira, they will then work in pairs to develop an ACTION/REACTION & MIRRORING sequence. Finish with a performance for Assessment.</p>
Term 4	<p>Nutcracker: Looking at characterisation and contact in relation to dance – Students will learn a set phrase based on ‘Gobstoppers’ developing DYNAMICS & FORMATIONS/LEVELS. Students then work in groups to CHOREOGRAPHY their own section based on a new sweet, finish with a performance for Assessment.</p>
Term 5	<p>Evacuation: Emotive dance and characterisation based around WWII - Students will learn a set phrase based on Evacuation, students will focus on CONTRASTING DYNAMICS. Students will develop and adapt their sequences using key skills such as CANON, LEVELS & FORMATIONS; finish with a performance for Assessment.</p>
Term 6	<p>Swansong: Using a prop in dance focusing on Christopher Bruce’s ‘Swansong’ - Students will work in Trio’s to create still images focused on the themes ‘interrogation & intimidation’ – these still images will be developed by using CONTACT & TRANSITIONS, finish with a performance for Assessment.</p>

Year 9	
Term 1	<p>Introduction to Year 9: Street Dance Using Diversity & BLM as a stimulus – Students will learn a set dance based on BLM & Diversity. Working in groups they will develop the phrase using FORMATIONS, LEVELS, 5 BASIC BODY ACTIONS & CANON. Ending with a performance for Assessment.</p>
Term 2	<p>Musical's: Musical theatre performance exploring one shows – Students will learn 2 set phrases from two different musicals. Students will work collectively as one large group to work on their PERFORMANCE skills e.g. TIMING, MUSICALITY & FACIAL EXPRESSIONS. Ending with a performance for Assessment.</p>
Term 3	<p>Choreography Project: Creating choreography using different stimuli and props – Students will work through mini-choreography task, learning the choreographic process (RESEARCH, IMPROVISE, PLAN, DEVELOP, FEEDBACK, PEFORM) Ending with a performance for Assessment.</p>
Term 4	<p>Disco: Creating dance in the style of the 70's Disco era – Students will learn a set phrase based on 70's style disco era. Students will work in smaller groups to develop the phrase using key skills such as FORMATIONS, LEVELS, RETROGRADE & MIRRORING. End in a performance for Assessment.</p>
Term 5	<p>Risk Sports: Exploring sports as a stimulus with a focus on Akram Khan 'Rush' – Students will learn a set dance inspired by 'SKYDIVING' – using DYNAMICS, FORMATIONS & LEVELS. Students will adapt and develop their own CHOREOGRAPHY using the choreographic process (RESEARCH, IMPROVISE, PLAN, DEVELOP, FEEDBACK, PEFORM) Ending with a performance for Assessment.</p>
Term 6	<p>Music Video: Creating a music video for competition submission - Students will work independently to DESIGN, PLAN, CREATE and EDIT their own DANCE MUSIC VIDEOS. They will have to respond to a theme and plan their research time accordingly, ready to submit for a competition.</p>

Year 10	
Exam Board: AQA	
Term 1	Practical study of A LINHA CURVA– Students will learn a whole group routine inspired by A LINHA CURVA, they will focus on the PERFORMANCE content for the EXAM.
Term 2	Practical study of E of E – Student will learn a whole group routine inspired by EMANCIPATION of EXPRESSIONISM, they will focus on the PERFORMANCE content of the EXAM.
Term 3 & 4	Choreography project Mock paper – Students will work independently to create their own choreography in response to AQA Stimulus. Students will begin with carousel tasks to RESEARCH & PLAN, but then divide off to create a 2-2.30min solo choreography.
Term 5	Duo/Trio Mock Performance – Students will learn a set Duo/Trip performance, focusing on the PERFORMANCE content of the EXAM.
Term 6	First Set Phrase Solo – Students will learnt ‘SHIFT’ the set phrase set by AQA as part of their official examination piece. Focused on the PERFORMANCE content of the EXAM. Filmed and Moderated.
Students will also have a weekly theory lesson, throughout the year focusing on the WRITTEN EXAM.	

Year 11	
Exam Board: AQA	
Term 1	<p>Second Set Phrase Solo - Students will learnt 'BREATHE the set phrase set by AQA as part of their official examination piece. Focused on PERFORMANCE skills.</p> <p>Filmed and Moderated.</p>
Term 2	<p>Learn Duo/Trio dance based on the study of 'One of the Professional Works' –Students will learn a set Duo/Trip performance as their official examination piece, focusing on the PERFORMANCE content of the EXAM.</p> <p>Filmed and Moderated.</p>
Term 3 & Term 4	<p>Create a choreography in response to paper set by the exam board - Students will work independently to create their own choreography in response to AQA Stimulus. Students will begin with carousel tasks to RESEARCH & PLAN, but then divide off to create a 2-2.30min solo choreography or a 3.-3.30min group choreography.</p> <p>Filmed and Moderated.</p>
Term 5	<p>Exam – Students will now continue to work on the written exam as all practical completed. Focusing on SECTION A, B & C of the course.</p>
Term 6	N/A

Students will also have a weekly theory lesson, throughout the year focusing on the WRITTEN EXAM.