

# KS3 Dance

# Curriculum Overview

## Curriculum Intent

Dance as a subject is unique, in that it blends artistic practice with physical and mental activity. Dance has an affirmative impact on young people's education and learning and offers opportunities for all young people to gain knowledge and skills in performance, choreography and analytical skills. The topics studied within Dance exhibits more positive changes in well-being and the use of high-quality dance, promotes whole school improvement through influencing the culture of the school, raising aspiration and enhancing the profile of the school in its community. Dance cultivates a passion of lifelong learning and enjoyment, establishing key life skills along the way, to allow successful development of student's skills required for a well-rounded individual to equip students for life after THA.

Students learn a variety of different dances styles, from contemporary to street Dance. Students will develop individual and group skills through project-based work, working towards whole class performances, small groups and as soloists in a variety of genres and topics. The skills and techniques involved in performance and choreography involved are developed and fine-tuned throughout KS4. Weekly students participate in a technique class, to strengthen and develop dance techniques working towards assessment criteria required for component 1 in the AQA Dance Course.

## How is this curriculum assessed at THA?

Students will be assessed through a variety of physical and theoretically based assessments. Each topic focuses on building creative skills for students and working towards a creative pathway into the Arts.

Ultimately students will be continually assessed on a subject specific skills relating to each term's topic; alongside life skills learnt through the subject such as resilience, confidence, problem solving & team work, which are formatively assessed each week allowing progress/feedback to enable to students to improve.

## Cross Curricular Links

PE, Drama, Music, Spanish, Art, PSHE, Maths & English.

There is a wide variety of skills such as rhythms, counting, expression that are multi culture and can be transferred into a variety of settings and subjects.

In particular strong links with English and PSHE and the use of health and wellbeing elements, tier 2 vocabulary and the use of full sentences and peer feedback.

## How this prepares students for their next stage of education/employment

Dance allows students to develop their confidence alongside establishing life skills through the medium of Dance.

Dance will ultimately develop and flourish students' skills to help support them with their move onto a variety of different education or employment both within the Arts and also other organisations or pathways.

Highly employable skills such as resilience, commitment, self-awareness, determination & teamwork are a strong focus within the subject, all of which are transferable in a multiple situation or environments.



	Enrichment Opportunities	Resources/Materials to Support Learning
	<p>Year 7 &amp; 8 Dance Club – Monday 3-4pm Year 9, 10 &amp; 11 Dance Club – Thursday 3-4pm</p> <p>Throughout the year the dance department regularly participate in local shows demonstrating the creative arts within the local area. These consist of shows with Time to Dance in Hastings and Let's Dance in Eastbourne.</p> <p>Alongside this I aim to develop students' enrichment by trips to London to see professional musical or dance companies' performances.</p> <p>A variety of different dance companies such as Trinity Laban and Felix Denton regularly visit the school and offer professional workshops to a variety of different years groups in both contemporary &amp; street dance.</p>	<p>AQA Dance Website YouTube – Dance Performance's and Analysis</p> <p>We are lucky at The Hastings Academy to have a bespoke and dedicated dance studio for all our KS3 and KS4 students to use for our lessons. It consists of a specialist dance floor, with mirrors to support the learning and create a safe and inclusive environment.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<b>Topic: Introduction to Year 7</b>	<b>Topic: Secret Agents</b>	<b>Topic: Spanish Dance</b>	<b>Topic: Musical's</b>	<b>Topic: Delicate</b>	<b>Topic: Recycling</b>
	<b>Key Knowledge:</b>  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.	<b>Key Knowledge:</b>  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.	<b>Key Knowledge:</b>  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.	<b>Key Knowledge:</b>  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.	<b>Key Knowledge:</b>  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.	<b>Key Knowledge:</b>  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.
	<b>Key Skills:5 Basic Body Actions &amp; Dynamics.</b>	<b>Key Skills: Dynamics, Levels and Choreography</b>	<b>Key Skills: Rhythms</b>	<b>Key Skills: Extension, Timing &amp; Characterisation</b>	<b>Key Skills: Contact &amp; Transitions</b>	<b>Key Skills: Dynamics, Levels, Formations &amp; Canon.</b>
	<b>Assessment: N/A</b>	<b>Assessment: Practical (Performance Skills)</b>	<b>Assessment: Practical (Performance Skills)</b>	<b>Assessment: Practical (Performance Skills)</b>	<b>Assessment: Practical (Choreographic Skills)</b>	<b>Assessment: Practical (Choreographic Skills)</b>
Year 8	<b>Topic: Thriller</b>	<b>Topic: Nutcracker</b>	<b>Topic: Martial Arts</b>	<b>Topic: Graffiti Art</b>	<b>Topic: Bollywood</b>	<b>Topic: Swansong</b>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><b>Key Knowledge:</b></p> <p>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 &amp; FACIAL EXPRESSIONS. Finish with a performance for Assessment.</p>	<p><b>Key Knowledge:</b></p> <p>Looking at characterisation and contact in relation to dance – Students will learn a set phrase based on 'Gobstoppers' developing DYNAMICS &amp; FORMATIONS/LEVELS. Students then work in groups to CHOREOGRAPHY their own section based on a new sweet, finish with a performance for Assessment.</p>	<p><b>Key Knowledge:</b></p> <p>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 &amp; MIRRORING sequence. Finish with a performance for Assessment.</p>	<p><b>Key Knowledge:</b></p> <p>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>	<p><b>Key Knowledge:</b></p> <p>Emotive dance and characterisation based around different cultures in Dance - Students will learn a set phrase based on Bollywood, students will focus on CONTRASTING DYNAMICS and MEMORY SKILLS. Students will develop and adapt their sequences using key skills such as CANON, LEVELS &amp; FORMATIONS; finish with a performance for Assessment.</p>	<p><b>Key Knowledge:</b></p> <p>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 &amp; intimidation' – these still images will be developed by using CONTACT &amp; TRANSITIONS, finish with a performance for Assessment.</p>
	<p><b>Key Skills: Extension, Timing, Dynamics &amp; Facial Expressions.</b></p>	<p><b>Key Skills: Transitions &amp; 5 Basic Body Actions</b></p>	<p><b>Key Skills: Action/Reaction &amp; Mirroring</b></p>	<p><b>Key Skills: Dynamics, Formations &amp; Levels.</b></p>	<p><b>Key Skills: Contrasting Dynamics, Movement Memory, Canon, Levels &amp; Formations.</b></p>	<p><b>Key Skills: Contact &amp; Transitions.</b></p>
	<p><b>Assessment: Practical (Performance Skills)</b></p>	<p><b>Assessment: Practical (Choreographic Skills)</b></p>	<p><b>Assessment: Practical (Choreographic Skills)</b></p>	<p><b>Assessment: Practical (Performance Skills)</b></p>	<p><b>Assessment: Practical (Performance Skills)</b></p>	<p><b>Assessment: Practical (Choreographic Skills)</b></p>
Year 9	<p><b>Topic:</b> <b>Introduction to Year 9: Street Dance</b></p>	<p><b>Topic:</b> <b>The Greatest Showman</b></p>	<p><b>Topic:</b> <b>Risk Sport</b></p>	<p><b>Topic:</b> <b>Contemporary</b></p>	<p><b>Topic:</b> <b>Musical Theatre</b></p>	<p><b>Topic:</b> <b>Music Video</b></p>

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	<p><b>Key Knowledge:</b></p> <p>Using Diversity &amp; the celebration Black History Month as a stimulus – Students will learn a set dance based on Diversity. Working in groups they will develop the phrase using FORMATIONS, LEVELS, 5 BASIC BODY ACTIONS &amp; CANON. Ending with a performance for Assessment.</p>	<p><b>Key Knowledge:</b></p> <p>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 &amp; FACIAL EXPRESSIONS. Ending with a performance for Assessment.</p>	<p><b>Key Knowledge:</b></p> <p>Exploring sports as a stimulus with a focus on Akram Khan 'Rush' – Students will learn a set dance inspired by 'SKYDIVING' – using DYNAMICS, FORMATIONS &amp; 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>	<p><b>Key Knowledge:</b></p> <p>Creating dance in the style of contemporary – Students will learn a set phrase based on this style. Students will work in smaller groups to develop the phrase using key skills such as FORMATIONS, LEVELS, RETROGRADE &amp; MIRRORING. End in a performance for Assessment.</p>	<p><b>Key Knowledge:</b></p> <p>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>	<p><b>Key Knowledge:</b></p> <p>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>
	<p><b>Key Skills: Levels, Formations, 5 Basic Body Actions &amp; Canon</b></p>	<p><b>Key Skills: Timing, Musicality &amp; Facial Expressions</b></p>	<p><b>Key Skills: Choreographic Processes</b></p>	<p><b>Key Skills: Formations, Levels, Retrograde &amp; Mirroring</b></p>	<p><b>Key Skills: Development of Choreographic Processes, using more skills.</b></p>	<p><b>Key Skills: Design, Plan, Create and editing Skills.</b></p>
	<p><b>Assessment: Practical (Performance Skills)</b></p>	<p><b>Assessment: Practical (Performance Skills)</b></p>	<p><b>Assessment: Practical (Choreographic Skills)</b></p>	<p><b>Assessment: Practical (Performance Skills)</b></p>	<p><b>Assessment: Practical (Choreographic Skills)</b></p>	<p><b>Assessment: Practical (Choreographic Skills)</b></p>