

Bilton School – Planning for progress over time. Dance

Intent – For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to analyse and evaluate their own and peer’s performance. Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

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| | Year 7 | | | | | Year 8 | | | | | Year 9 | | | | |
| | Big Picture- Introduce basic elements and devices of dance, including aesthetic performance, choreography and appreciation. Apply skills and analysis own performance compared to previous ones and demonstrate improvement to achieve personal best. | | | | | Big picture- Embed skills previously covered in year 7 by looking at progressing of aesthetic, choreography, response and interpretation. Introduce expression, apply new advance skills to develop core skills. Applying aesthetics, balance and control to contemporary ideas. | | | | | Big Picture- To master skills covered in both year 7 and 8, including; aesthetics, choreography and interpretation. Embed response to stimulus. Introduce street dance. Apply level of difficulty and showmanship | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| | L2 Develop motif and technique of manoeuvres | L2 Basic use of dynamics (speed, energy) | L2 Basic use of body awareness and phasing | L2 The use of response and interpretation and choreographic devices | L2 Assessment lesson | L2 Use of phasing and timing | L2 Development of dynamics and response | L2 Use of expressive skills and interpretation. | L2 Developing use of timing | L2 Assessment lesson | L2 Understanding and developing energy and rhythm | L2 Response & interpretation with actions, dynamics & space | L2 Aesthetics and Showmanship | L2 Technique of manoeuvres | L2 Assessment lesson |
| | L1 Motif and choreography | L1 Use of a stimulus to explore and communicate ideas, concepts and emotions | L1 Basic use of space | L1 The use of response and interpretation (chance dance) | L1 application of core skills, focus on aesthetics, space, acceleration/deceleration | L1 Developing use of stimulus | L1 Development of manoeuvres and space | L1 Development of choreography | L1 Control with a prop | L1 Focus skills on interpretation and expression, with aesthetics | L1 Performance skills for contemporary style | L1 phasing & dynamics to strengthen choreography | L1 Difficulty of choreography | L1 Form of street dance and response to stimulus | L1 Expression to change of stimulus and manoeuvres |
| End Point | At the end of the year 7 dance unit students will be able to begin to demonstrate : 1. Some core skills including choreography and technique of manoeuvres, phasing. 2. Body awareness of themselves 3. Spatial awareness of themselves and others. 4. Development of a motif with use of response and interpretation 5. Application of compositional ideas 6. An attempt to evaluate their own performance or of other performers. | | | | | At the end of the year 8 dance unit students will have improved their ability by demonstrating : 1. many core skills including choreography and technique of manoeuvres, phasing. 2. A few advanced skills such as expression and development of difficulty of some core skills. 3. Spatial awareness of themselves and others with use of levels. 4. Development of a motif with use of response and interpretation with few advanced skills 5. Sufficient application of compositional ideas | | | | | At the end of the year 9 dance unit students will be able to competently demonstrate : 1. Most core skills choreography and technique of manoeuvres, phasing. 2. Some Advanced skills such as Expression, speed, energy and rhythm. 3. Accurate application of difficulty of many core skills. 4. Accurate use of space including flight 5. Structured phasing with contemporary and street 6. Strong application of compositional ideas 7. A critical evaluation of the own or others performance | | | | |

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| | | 6. A strong attempt to evaluate their own performance or of other performers. | |
| Progress and Assessment | <p>Head</p> <ul style="list-style-type: none"> The use of freeze-frames to assess student's ability to break down dance elements and devices where appropriate. Students will be assessed on their knowledge of using actions, space, dynamics and relationships Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p>Heart</p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p>Hands</p> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of actions, space, dynamics and relationships. <p>Students will be assessed on the techniques they can demonstrate of taught elements and devices.</p> | <p>Head</p> <ul style="list-style-type: none"> The use of freeze-frames to assess student's ability to break down dance elements and devices where appropriate. Students will be assessed on their knowledge of using actions, space, dynamics and relationships Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p>Heart</p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p>Hands</p> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of actions, space, dynamics and relationships, including use of structure. <p>Students will be assessed on the techniques they can demonstrate of taught elements and devices.</p> | <p>Head</p> <ul style="list-style-type: none"> The use of freeze-frames to assess student's ability to break down dance elements and devices where appropriate. Students will be assessed on their knowledge of using actions, space, dynamics and relationships. Explain different styles of dance. Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p>Heart</p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p>Hands</p> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of actions, space, dynamics and relationships, including use of structure in a variety of dance styles. <p>Students will be assessed on the techniques they can demonstrate of taught elements and devices.</p> |
| Key Vocabulary/ Literacy | <p>Motif Choreography Stimulus Dynamics Space Body awareness Phasing Response Interpretation Manoeuvres Aesthetics</p> | <p>Motif Choreography Stimulus Dynamics Space Body awareness Phasing Response Interpretation Manoeuvres Timing Expression Control Aesthetics</p> | <p>Motif Choreography Stimulus Dynamics Space Body awareness Phasing Response Interpretation Manoeuvres Timing Expression Control Aesthetics Showmanship Street Energy Rhythm</p> |
| Connected Knowledge | <p>V CERT Health and Fitness/GCSE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles,</p> | <p>Previous knowledge Some core skills including choreography and technique of manoeuvres, phasing. Body awareness of themselves Spatial awareness of themselves and others. Development of a motif with use of response and interpretation</p> | <p>Previous knowledge Many core skills including choreography and technique of manoeuvres, phasing. A few advanced skills such as expression and development of difficulty of some core skills. Spatial awareness of themselves and others with use of levels.</p> |

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| | <p>importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> | <p>Application of compositional ideas An attempt to evaluate their own performance or of other performers.</p> <p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> | <p>Development of a motif with use of response and interpretation with few advanced skills Sufficient application of compositional ideas A strong attempt to evaluate their own performance or of other performers.</p> <p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> |
| <p>Links to Character and Culture</p> | <ul style="list-style-type: none"> Develop understanding of the importance of maintaining good health and diet. The three different types of health. Explore what the term 'wellbeing' means. The different types of wellbeing. Develop an understanding around factors which can impact on mental health and wellbeing, such as the social benefits of participating and socialising through dance clubs/being part of a team. Encourage to get involved with wellbeing events and charity events at school or within the wider community including extra-curricular clubs – socialising with others in dance outside of school, setting goals to improve and achieve, to boost self-esteem. Learning discipline and self-motivation. | <ul style="list-style-type: none"> Articulating informed and balanced opinions whilst participating as part of a troupe, while being respectful to all – other members of the troupe may have a difference in opinion, how you manage that is essential towards success. Becoming involved in citizenship whole school/character and culture events or in wider extra-curricular activities – taking part in school competitions to earn points towards house totals. Demonstrate their understanding of physical and mental health and wellbeing – the benefits of exercise and working as part of a troupe – weight loss, feeling better about yourself, boosting self-esteem, self-confidence | <ul style="list-style-type: none"> Forming an informed opinion, while showing respect for other's beliefs and values who are part of your troupe or just participating in the same sport as you. Understand what positive relationships are – building relationships through team sports. What is the common link – between relationships with team mates in sport and those you interact with in or outside of sport? |
| <p>Links to other subject</p> | <p>Year 7 Science Topic – Lungs and the respiratory system – both will be covered in Term 1 Block 3 (in home learning tasks and embedded into LO's for practical lessons)</p> | <ul style="list-style-type: none"> Year 8 science topic – Energy Systems both will be covered in Term 2 Block 1 (in home learning tasks and embedded into LO's for practical lessons) Year 8 Science Topic – Skeletal System + Muscular System – both will be covered in Term 3 Block 1 (in home learning tasks and embedded into LO's for practical lessons) Joint Year 8 Respiratory homework project with science | |

IMPLEMENTATION

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| Spiritual, Moral, Social and cultural. | Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so | <ul style="list-style-type: none"> Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so | Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so |
| British Values | Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them. | <ul style="list-style-type: none"> Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them. | Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them. |
| Cultural Capital | Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions. | <ul style="list-style-type: none"> Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions. | Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions. |
| Impact | Links to NCPE of assessment and evaluation of own and peers skills. Links to NCPE using advanced techniques within a range of dance styles and forms | | |