

**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.

	Year 7					Year 8					Year 9				
	Big Picture- <b>Introduce</b> basic elements and devices of dance, including aesthetic performance, choreography and appreciation. <b>Apply</b> skills to own performance and demonstrate improvement to achieve personal best.					Big picture- <b>Embed</b> skills previously covered in year 7 by looking at progressing of aesthetic, choreography, response and interpretation. <b>Introduce</b> expression, apply new advance skills to develop core skills. <b>Applying</b> aesthetics, balance and control to contemporary ideas.					Big Picture- To <b>master</b> skills covered in both year 7 and 8, including; aesthetics, choreography and interpretation. <b>Embed</b> response to stimulus. <b>Introduce</b> street dance. <b>Apply</b> 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 through the actions	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, recapping actions	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
<b>End Point Progress and assessment</b>	At the end of the year 7 dance unit students will be able to <b>begin to demonstrate</b> : <ol style="list-style-type: none"> <li>Some core skills including choreography and technique of manoeuvres, phasing.</li> <li>Body awareness of themselves</li> <li>Spatial awareness of themselves and others.</li> <li>Development of a motif with use of response and interpretation</li> <li>Application of compositional ideas</li> </ol> Role of choreographer/non-participant role: <ol style="list-style-type: none"> <li>Help identify the actions and the placement of actions within the dance.</li> <li>Provide feedback on actions and use of basic dynamics and space.</li> <li>Help group remember and apply their chance dance</li> </ol>					At the end of the year 8 dance unit students will have <b>improved</b> their ability <b>by demonstrating</b> : <ol style="list-style-type: none"> <li>many core skills including choreography and technique of manoeuvres, phasing.</li> <li>A few advanced skills such as expression and development of difficulty of some core skills.</li> <li>Spatial awareness of themselves and others with use of levels.</li> <li>Development of a motif with use of response and interpretation with few advanced skills</li> <li>Sufficient application of compositional ideas</li> </ol>					At the end of the year 9 dance unit students will be able to <b>competently demonstrate</b> : <ol style="list-style-type: none"> <li>Most core skills choreography and technique of manoeuvres, phasing.</li> <li>Some Advanced skills such as Expression, speed, energy and rhythm.</li> <li>Accurate application of difficulty of many core skills.</li> <li>Accurate use of space including flight</li> <li>Structured phasing with contemporary and street</li> <li>Strong application of compositional ideas</li> </ol> Role of choreographer/non-participant role:				

		<p>Role of choreographer/non-participant role:</p> <ol style="list-style-type: none"> <li>1. Be able to provide feedback on set motif and interpretation of actions to the theme.</li> <li>2. Input dynamic ideas to help performers express the theme.</li> <li>3. Draw out and plan performers use of space.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be able to provide constructive feedback to performers on the style of dance and how it expresses the theme (contemporary = the suffragettes at the start of there movement. Commercial/modern = the suffragettes towards the end of the movement to gain votes for women).</li> <li>2. Use technical and expressive skills display to help develop the performance of the group.</li> <li>3. Be able to make comparisons between the two styles using key terms, actions, dynamics, space and relationships.</li> </ol>
<b>Key Vocabulary/ Literacy</b>	<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>
<b>Connected Knowledge</b>	<p><b>V CERT Health and Fitness/GCSE</b> 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><b>BTEC Sport Level 3</b> 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><b>A Level PE</b> 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><b>Previous knowledge</b> 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 Application of compositional ideas An attempt to evaluate their own performance or of other performers.</p> <p><b>V CERT Health and Fitness</b> 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><b>BTEC Sport Level 3</b> Types of joint, movement available at a joint, names of bones, names of</p>	<p><b>Previous knowledge</b> 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. 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><b>V CERT Health and Fitness</b> Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and</p>

IMPLEMENTATION

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<b>Cultural values</b>	<ul style="list-style-type: none"> <li>Develop understanding of the importance of maintaining good health and diet. The three different types of health.</li> <li>Explore what the term 'wellbeing' means. The different types of wellbeing.</li> <li>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.</li> <li>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.</li> <li>Learning discipline and self-motivation.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Understand what positive relationships are – building relationships through group performance. What is the common link – between relationships with peers in dance and those you interact with in or outside of dance?</li> </ul>
<b>Spiritual, Moral, Social and cultural.</b>	<p>Use of the imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences, both within and outside of school</p> <p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives</p> <p>Showing understanding of the consequences of their actions</p> <p>Willingness to participate in a variety of social settings, including charity events and cooperating well with others and being able to resolve conflicts effectively</p> <p>Willingness to participate in, and respond to sporting opportunities</p>		
<b>British values</b>	<p>Physical education will be a valuable tool, pupils will learn the importance of the British values and how it can help shape their lives within the school community and leading into later life.</p> <p><b>Democracy</b> – Pupils will learn to work as a team and cooperate with each other to be successful. Allowing freedom of speech, whilst upholding the school values.</p> <p><b>Rule of law</b> – Pupils will consistently play by the rules and recognise why we have fair play. Pupils will be accountable for their actions.</p> <p><b>Tolerance of different cultures and religions</b></p> <p><b>Mutual respect</b> – Pupils will learn to work together respectfully, regardless of differences. Creating a positive and inclusive school culture, showing the school values.</p> <p><b>Individual liberty</b> – Pupils learn about their own rights, as well as the rights of others. Learn about responsible decision making and the impact this will have on others.</p>		
<b>Impact</b>	<p>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</p>		