

Programme of study for Dance – Year 8

Dance is taught on a rotation with Textiles. We teach half of one form class for half of the academic year then we teach the other half of the form class for the second half of the academic year. This means students in year 8 get three half terms of Dance.

Unit 1	Unit 2	Unit 3
Other timescale: Half term 1 or 4 From: Autumn To: Summer	Other timescale: Half term 2 or 5 From: Autumn To: Summer	Other timescale: Half term 3 or 6 From: Autumn To: Summer
<p>Topic / Big Question: Nutcracker by Mathew Bourne</p> <p>Students will learn The Gobstopper motif from Nutcracker. They will be introduced to a professional dance work here and will have an understanding of how a whole dance choreography is put together. This is a nice work to understand for all ages as each section of the dance is based on a different sweet. Students will then choose their own sweet and create a motif based on this sweet. Mathew Bourne takes a traditional dance piece and creates a more modern version which students can relate to.</p> <p>Skills (students should be able to do): Barrel jump Group work Handstand (higher ability)</p>	<p>Topic / Big Question: Swansong by Christopher Bruce</p> <p>Students will learn a partner sequence which involves basic contact such as counter balances and assisted jumps. Students choose who they partner with so they feel comfortable. This is the second professional dance work that is studied and used to be a GCSE unit of work. Students draw upon their drama skills to perform in the character of the prisoner and the guard. Students will have the option of incorporating a prop (chair) into their performance as this is used in Swansong. Students understand the importance of a stimulus and how movement can be created to portray a stimulus.</p> <p>Skills (students should be able to do): Counter Balances Assisted jumps Pair work Use of a prop (chair)</p>	<p>Topic / Big Question: Project</p> <p>Students will have the opportunity to be creative here and choose their own stimulus or choose from some examples. Some groups will be able to move on with this task easily and have lots of ideas. There will be three example ideas that students can choose between if they prefer. One idea would be a film-based project with a motif taught by the teacher taken from the 'Matrix'. Another example would be Kandinsky painting and how you can use a piece of art to create movements focussing on the shapes and the lines displayed on the artwork.</p> <p>Skills (students should be able to do): Developing a stimulus Creating a motif Performing their own project idea and justifying their choreographic choices.</p>
<p>Key Learning Outcomes (students should know): Overall aim: Students perform The Gobstopper motif which is very energetic and then perform their chosen sweet. Students will need to</p>	<p>Key Learning Outcomes (students should know): Overall aim: Students perform a partner sequence with fluency that portrays the two characters of the prisoner and the guard. Students will need to have a clear narrative to their dance, they are now performing</p>	<p>Key Learning Outcomes (students should know): Overall aim: Students can create a motif or mini performance that links to their chosen stimulus/idea. Students perform to music showing fluency, rhythm, timing and creativity.</p>

demonstrate a clear difference in dynamics between the two sweets.	to portray a story and create an ending to their story through dance.	
<p>End of unit 1 assessment to cover:</p> <ul style="list-style-type: none"> ● Choreography – How Students have developed movement to tell a story through dance. How they have used contact to show who has the power and control. ● Performance- Can Students perform in a role throughout their performance? ● Appreciation- Can students reflect on their own and others' performance? 	<p>End of unit 1 assessment to cover:</p> <ul style="list-style-type: none"> ● Choreography – How Students have developed movement to tell a story through dance. How they have used contact to show who has the power and control. ● Performance- Can Students perform in a role throughout their performance? ● Appreciation- Can students reflect on their own and others' performance? 	<p>End of term 1 assessment to cover:</p> <ul style="list-style-type: none"> ● Choreography- Students assessed on how they have created movement linking to a stimulus. ● Performance- The performance can be in any dance style. ● Appreciation- Can students reflect on their own and others' performance?
<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>This unit aims to stretch and challenge Students with a challenging sequence and more complex dance ideas. Students will be introduced to contemporary dance through this unit and this unit is a good one to determine if students would enjoy a GCSE dance course.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>This unit aims to stretch and challenge Students with a challenging sequence and more complex dance ideas. Students will be introduced to contemporary dance through this unit and this unit is a good one to determine if students would enjoy a GCSE dance course.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>This unit gives Students the opportunity to be creative and choose a stimulus in their chosen dance style. The different groups build up performing a variety of dance pieces. It is a great opportunity for Students to come up with their own ideas. There are three stimulus examples for students to use as a starting point, so they still have elements of choice.</p>
<p>Home – Learning:</p> <p>Research Mathew Bourne and how he recreates traditional Ballets.</p>	<p>Home – Learning:</p> <p>Create 4 freeze frames with your partner that show power and control.</p> <p>Research at least 1 new counter pose or assisted jump that could be used in students' choreography.</p> <p>Research the meaning of Swansong</p>	<p>Home – Learning:</p> <p>Students research ideas and movements that will relate to their stimulus and bring these ideas to every lesson.</p>
<p>Reading / literacy:</p> <p>Key dance terminology (Barrel jump, contemporary, narrative)</p> <p>Communication- How Students can comment on own and others performance</p>	<p>Reading / literacy:</p> <p>Key dance terminology (Question and answer, props, contemporary, narrative)</p> <p>Communication- How students can comment on own and others performance</p>	<p>Reading / literacy:</p> <p>Key dance terminology (Unison, Canon, Space, Dynamics)</p> <p>Communication- How students can comment on own and others performance</p>

<p>Reading- Students reading outcomes from the board. Students reading outcomes from the board Research the key term other professional dance works by Mathew Bourne.</p>	<p>Reading- Students reading outcomes from the board and Terminology test. Research the key term Swansong Research Amnesty international</p>	<p>Reading- Students reading outcomes from the board and Terminology test. Students reading outcomes from the board</p>
<p>Numeracy: Counting into the music to know when to start Keeping their timing throughout the performance (counting in their head) Problem solving- working out a motif based on a new sweet.</p>	<p>Numeracy: Counting into the music to know when to start Keeping their timing throughout the performance (counting in their head) Problem solving- working out a clear ending to their performance.</p>	<p>Numeracy: Counting into the music to know when to start Keeping their timing throughout the performance (counting in their head) Problem solving- working in a group to create movement that links to a stimulus.</p>
	<p>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):</p> <ul style="list-style-type: none"> ● Dance club- After school each week for all year groups ● At least three performance opportunities throughout the year. Friends and family performance, The Dance Festival, school production and FHS got talent. Some are performed on the main stage and some are in the sixth form drama studio. ● Students who don't want to perform can still get involved and help with front of house or backstage such as lighting, props and set design. ● SMSC- working with different people and sharing ideas, developing confidence and peer relationships. 	