

Y7 Dance Overview 2019-2020

Extra-curricular/ enrichment: KS3 Dance club, participation in the national competition 'The Great Big Dance Off,' (for all), opportunity to perform at Disneyland, Paris (HA), Christmas and Summer concert performance opportunities, House Dance competition.

Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Styles of Dance: Repertoire and Practitioners	Sequencing: Why now?	Memory Retention:
Performing 'There is an underlying understanding of the power of performance as a form of expression of self, ideas and of cultural values'	'Perform dances...within a range of dance styles'	Lessons / Components / Implementation	<p>Sequencing: Why now?</p> <ul style="list-style-type: none"> *Priority: creating a safe environment/building confident learners in an exposed context for students unfamiliar with Dance – whole class, teacher led learning is prominent for this reason *Content is varied, fast paced and has some familiarity, for engagement in a new subject *Only when students feel secure in the dance environment can performance and choreography tools be taught and explored in depth. 	<p>Memory Retention:</p> <ul style="list-style-type: none"> *Stylistic qualities *Stylistic qualities (genre) *Stylistic qualities (pantomime and physical theatre)
		*Practical, performance explorations of the stylistic qualities of Disco, including era and practitioners.		
		*Practical, performance explorations of the stylistic qualities of Bollywood, including cultural application.		
		*Practical, performance explorations of the stylistic qualities of Ballet, including respect for the male dancer.		
		Assessment/construct/impact: Practical end of topic assessment, assessing the understanding of stylistic qualities through performance application.		
SMSC: Cultural influences and respect for eras, practitioners, genders and performers				

Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Roles and Responsibilities of a Dancer	Sequencing: Why now?	Memory Retention:
Respect and Appreciation 'Students can understand the accountability of their role' 'They understand and appreciate the collaboration of skills and roles that contribute to a production, thus developing a respect for the work of others'	'Understand and apply the long term health benefits of physical activity'	Lessons / Components / Implementation	<p>Sequencing: Why now?</p> <ul style="list-style-type: none"> *Secure learning environment now created so independent learning can begin *Need to first practically experience the demands of a dancer's role (in previous styles topic), in order to understand what is required of the role in this topic. 	<p>Memory Retention:</p> <ul style="list-style-type: none"> *Roles and responsibilities *Roles and responsibilities (instrument care) *Roles and Responsibilities (rehearsal expectations)
		*The healthy dancer: diet, nutrition – long term health effects. The dancer is accountable.		
		*Stamina: independent learning – analysis of self. Long term health effects. The dancer is accountable.		
		*Flexibility: independent learning – analysis of self. Long term health effects. The dancer is accountable.		
		Impact: Students equipped with a range of methods to improve their own diet, stamina and flexibility in relation to both their lives/needs and the role of a dancer.		
SMSC: Spiritual and social – taking care of yourself physically				

Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Choreography Tools and Techniques	Sequencing: Why now?	Memory Retention:
'Students are eager and confident in investigations of a vast array of approaches to the creation of performance work and recognise the	'Understand what makes a performance effective' 'Encouraged to work in a team, building on trust and developing	Lessons / Components / Implementation	<p>Sequencing: Why now?</p> <ul style="list-style-type: none"> *Within the topic itself, the learning is structured via means where the next stage of learning is not possible without the previous *Learners now feel safe and confident to become independent explorers and creators, now building their level of independent learning with lessons now becoming teacher facilitated as opposed to teacher led. 	<p>Memory Retention:</p> <ul style="list-style-type: none"> *Choreography tools and techniques *Stylistic qualities, (dynamics) *Roles and responsibilities (within a group/cast context) *Creative tools and techniques (composition) *Creative tools and techniques (devising approaches)
		*What is choreography – effectiveness and audience The 5 basic actions – the first tools. Team work – group choreography.		
		*Canon, unison and transitions – can only be applied once 5 basic actions are in place. Investigative team/group work.		

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need to value and collaborate their ideas and opinions with others in order to achieve the best outcome.'	skills to solve problems'	*Formations and dynamics – can only be applied/builds on the learning of the previous learning in this topic. Problem solving team/group work. Assessment/construct/impact: End of topic practical assessment of group choreography applying skills learnt.		
SMSC: Spiritual-imagination. Moral-team work, problem solving. Social – self management.				

Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Practitioner Repertoire: Matthew Bourne	Sequencing: Why now?	
(Students are) ... 'confident in investigations of a vast array of approaches to the creation of performance work'	'Perform dances using advanced dance techniques'	Lessons / Components / Implementation	*Students have previously explored basic choreographic techniques. The learning here now builds on this knowledge with an understanding of choreographic intentions now being addressed. Students would not be able to understand the concept of intentions without first understanding choreography.	*Choreographic tools (intentions) *Practitioner approaches *Composers, (Lionel Bart, Beethoven) *Characterisation & repertoire (Matilda)
		*Bourne's approach to choreography		
		*Learn duet repertoire – application of contemporary techniques and stylistic qualities		
		*Develop repertoire applying intention and devising own choreography		
Impact: Students are able to replicate professional repertoire, applying stylistic considerations and Bourne's creative intentions in an independent learning context (pair).				
SMSC: Social and cultural – understanding and respecting the perspectives of others.				

Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Storytelling Through Dance	Sequencing: Why now?	
'There is an underlying understanding of the power of performance as a form of expression of self, ideas and of cultural values.' 'Analytically reflective and consistently review their creative decisions both independently and through discussion'	'Understand what makes a performance effective and how to apply these principles to their own and others' work.' 'analyse their performances...demonstrate improvement'	Lessons / Components / Implementation	*Storytelling concept and approach leads on from previous knowledge MB choreography exploration-MB choreography tells a story. *Application of choreographic skills in a professional context is an extension to previous classroom context learning *Independent analysis now appropriate as students have been led through the feedback process in previous topics	*Stylistic qualities (mime) *Roles and responsibilities (choreographer) *Choreographic tools (intentions) *Practitioner approaches (M Bourne) *Composition, (Chinese) *Practitioners and processes, (mime, method acting)
		*Choreography –stimulus & mime		
		* Application of choreographic skills (SBA, canon, dynamics, formations, unison)		
		* Refine and rehearse – peer analysis		
Assessment/construct/impact: End of topic practical assessment of storytelling choreography.				
SMSC: Spiritual – interpretation and analysis. Social and cultural – exploring the work of peers and practitioners.				

Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Musicality and Accuracy	Sequencing: Why now?	
'Aspiration to improve technical performance skill and ability'	'Develop their technique and improve their performance'	Lessons / Components / Implementation	*Only now that students have developed an understanding of choreographic tools and stylistic qualities, can they extend their performance techniques with the application of musicality and accuracy considerations – these can't be applied to what students don't know, hence can't be taught until this stage in the learning	Memory Retention: *As above *Composition (melodic improvisation) *Stimulus, (props)
		*Understanding accuracy		
		*Unison and musicality		
		*Musicality and dynamics		
Impact: Students are able to apply considerations of musicality and accuracy in order to perform dance pieces and replicate repertoire, to a higher standard.				
SMSC: Social and moral – team work, problem solving, listening to others, respecting others' opinions.				

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Key:

Memory Retention:

BLACK: the topic covered in Dance

RED: the topic covered in Y7 Music that also addresses this learning

GREEN: the topic covered in Y7 Drama that also addresses this learning

Long term memory retention is addressed by exploring common concepts across all three Performing Arts disciplines throughout the year; repetition and the provision of alternative routes to access the learning are intended to contribute to greater levels of retention.