

## Y8 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 Characterisation in Dance: Thriller repertoire	Sequencing: Why now? Introduction to the concept of skill collaboration across Dance and Drama with emphasis on performance quality as well as practical application. This builds upon Y7 learning with regards to skills and techniques such as stylistic qualities and musicality in Dance, and characterisation in Drama in particular. Taught at the beginning of the year to promote engagement through familiarity of topic, as well as the relevance of Halloween.	Memory Retention: *Repertoire & performance quality skills *Musical intentions-performance skills *Audience engagement - WIB
'Understand and appreciate the collaboration of skills & roles' 'Aspiration to improve technical performance skills'	'Develop their technique and improve their performance' 'Perform dances...within a range of dance styles and forms'	<a href="#">Lessons / Components / Implementation</a>		
		*Understanding the significance of Thriller-historical context		
		*Thriller repertoire – dynamics & musicality		
		*Thriller repertoire – characterisation focus		
		<b>Assessment/construct/impact:</b> Practical performance assessment – characterisation, musicality and dance techniques.		
SMSC: Social and moral – Thriller decade and appropriate context				



Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Practitioner's processes and approaches	Sequencing: Why now? Creative intentions are embedded throughout Y7 Dance SOW and are now revisited with deeper exploration and relevance to a range of specific practitioners. This understanding of creative intentions is required first. Here, higher level independent application of choreographic processes is the objective, as opposed to previous learning which did not extend beyond heavily facilitated application.	Memory Retention: *Repertoire & performance quality skills *Practitioner's processes *Creative intentions application *Choreographic skill application *Musical Theatre History-practitioners *Practitioner's Approaches-Pinter, Stanislavski
(Students are) ... 'confident in investigations of a vast array of approaches to the creation of performance work'	'Understand what makes a performance effective and how to apply these principles to their own and others' work.' 'Develop their technique'	<a href="#">Lessons / Components / Implementation</a>		
		*Christopher Bruce – Swansong – human rights – creative intentions		
		*Jamal Sims – Step Up 4 – protest – creative intentions		
		*Merce Cunningham – chance – creative intentions		
		<b>Impact:</b> Students identify and understand that dance is created with various creative intentions which drive the choreographic process.		
SMSC: Cultural and social variation of creative intentions amongst the selected practitioners from human rights to protest				



Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent Choreography and characterisation: Heroes and Villains	Sequencing: Why now? Prior learning within the Thriller repertoire addressed characterisation in Dance. Learning here requires this prior knowledge and extends the learning with the additional layering of choreography. Basic choreography skills are embedded throughout Y7 and now students are developing this with the layer of storytelling and communicative qualities of a performance also, (audience communication).	Memory Retention: *Characterisation in Dance *Choreographic tools *Audience communication & the power of performance *Keyboard & vocal collaboration *Audience engagement - WIB
'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'	Students 'become more competent, confident and expert in their techniques, and apply them across different sports and physical activities'	<a href="#">Lessons / Components / Implementation</a>		
		*Identifying characteristics and mannerisms in movement material		
		*Exploration of villain repertoire/choreography – analysis of self and peers		
		*Exploration of hero repertoire/choreography – analysis of self and peers		
		<b>Assessment/construct/impact:</b> Practical choreography assessment with application of characterisation and audience engagement considerations. Students evidence that they understand the collaboration of Dance and Drama skills and techniques.		
SMSC: Moral – nature and justification of heroes and villains – concept of role models and expectations within society				



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Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent	Sequencing: Why now?	Memory Retention:
'Students are able to identify the skills that place a more direct impact on their role in the world through the acquisition of life skills'...through Dance	'Get involved in exercise, sports and activities outside of school and in later life'	<b>Topic/ Composite/ Intent</b> Dance beyond the stage and the studio	This topic could not be taught before now; students first needed an understanding of what Dance and choreography are/entail, before they can begin to apply this in everyday life contexts.	<b>Memory Retention:</b> *Transferable skills *Film music *Drama beyond the stage & studio
		<b>Lessons / Components / Implementation</b>		
		*Transferable Dance skills and the audition process		
		*Dance rehearsals and time management/deadlines – transferable skills		
		*Dance and discipline – transferable skills		
<b>Impact:</b> Students able to identify and vocalise the transferable skills Dance teaches. Students understand the value of Dance beyond their lessons.				
SMSC: Social and cultural – understanding application of learning within a real world context				
				
Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent	Sequencing: Why now?	Memory Retention:
'Underlying understanding of the power of performance as a form of expression of self, ideas and cultural values'	'Perform dances...within a range of styles' 'Understand what makes a performance effective and how to apply these principles to their own and others' work.' 'Develop their technique'	<b>Topic/ Composite/ Intent</b> Communicating conflict through Dance: West Side Story style & practitioner study	Stylistic qualities, choreographic techniques, accuracy of repertoire repetition and the collaboration of Drama characterisation performance skills with Dance in order to tell a story are all concepts addressed within this particular unit. All of the above concepts have been explored previously and this topic now enables students to practical apply all learning within a collaborative context that is true to the profession of a dancer/ the vocational setting. There is also the concept of risk and trust built with students to execute conflict movement safely-this is not developed until this stage.	<b>Memory Retention:</b> *Stylistic qualities - jazz *Repertoire & practitioners - WSS *Skills collaboration *Audience communication *Styles – Blues, Indian *Musical Theatre History – practitioners *Status & script *Explorative strategies
		<b>Lessons / Components / Implementation</b>		
		* WSS introduction addressing conflict without contact – choreographic intention		
		* Jazz stylistic qualities and large cast choreography – team work transferable skill		
		* Rehearsal and Jazz style choreography building upon conflict without contact – creative intention		
<b>Assessment/construct/impact:</b> Students able to communicate conflict without literal application and explore with creative independence and confidence.				
SMSC: Moral, social and cultural – concept of communicating and reading physical cues. Respect of physical boundaries				
				
Link to PA intent	Link to National Curriculum	Topic/ Composite/ Intent	Sequencing: Why now?	Memory Retention:
'Students are able to identify the skills that place a more direct impact on their role in the world through the acquisition of life skills' 'There is an aspiration to improve technical performance skill'	'Perform dances...within a range of dance styles'	<b>Topic/ Composite/ Intent</b> Exploration of Dance style: Parkour	This is an extension of the understanding of Dance beyond the classroom previously taught. This final unit collaborates every piece of learning taught throughout Y8 and the Y7 SOW in order to culminate in the practical application of skills with expectations of high quality work, clearly identifiable creative intentions and stylistic qualities, the collaboration of Dance and Drama skills, the application of practitioners' processes and a safe learning environment.	<b>Memory Retention:</b> *As above, along with stylistic qualities and professional context *Musical intentions – Film music *Pop Music – professional repertoire *Drama beyond the stage/studio *Practitioner approaches *Script
		<b>Lessons / Components / Implementation</b>		
		*Introduction to Parkour – stylistic qualities and skills		
		*Parkour choreography – pairs and small groups – team work and trust transferable skills – dynamics, engagement, suspense – creative intentions		
		*Rehearsal – practitioner intention focus of the choreographic skills and techniques		
<b>Impact:</b> Students able to independently choreograph Dance that demonstrates specific stylistic qualities whilst also adhering to health and safety regulations as within a vocational context. Creative intentions significantly drive the choreographic process as students undertake the practitioner role too.				
SMSC: Social, moral, spiritual and cultural – respect for physical boundaries and opinions, application of skills beyond the classroom, alternative form of expression of ideas				

## Y8 Dance Overview 2019-2020

**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.