

### Year 8 Curriculum Overview Plan: Dance

| Half term 1  | Half term 2  | Half term 3   | Half term 4   | Half term 5   | Half term 6  |
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| <p><b>Key Theme:</b></p> <p><b>Exploration</b><br/>Question: How do you create Tension?</p> <p><b>Exploring Physical Theatre</b></p> <p><b>Prior Learning:</b></p> <p>Taught alongside similar concepts in drama lessons.<br/>Safety in the studio<br/>Execution of Action Space and Dynamics.</p> | <p><b>Key Theme:</b></p> <p><b>Exploration</b><br/>Question: Should Dance entertain or educate?</p> <p><b>Graffiti</b></p> <p><b>Prior Learning:</b></p> <p>Taught alongside similar concepts in drama<br/>Developing an understanding of ACTIONS, SPACE &amp; DYNAMICS Year 7 dance topic Gangs</p> | <p><b>Key Theme:</b></p> <p><b>Exploration</b><br/>Question: What are the consequences in the community?</p> <p><b>Contrasts</b></p> <p><b>Prior Learning:</b></p> <p>Taught alongside similar concepts in drama, further development of dynamics from previous schemes. An extension to the previous Graffiti scheme in that students will</p> | <p><b>Key Theme:</b></p> <p><b>Exploration</b><br/>Question: What is Page to stage?</p> <p><b>Blood Brothers</b></p> <p><b>Prior Learning:</b></p> <p>Characterisation Musical theatre sow in year 7<br/>Singing in music Blood brothers is also being taught simultaneously exploring the brothers meeting scene</p> | <p><b>Key Theme:</b></p> <p><b>Exploration</b><br/>Question: What is Devising from a Stimulus?</p> <p><b>Using a stimuli</b></p> <p><b>Prior Learning:</b></p> <p>A retrieval and extension of Graffiti topic, creating a choreography that informs and raises awareness to an audience. Combining drama skills taught within other performing arts lessons to create</p> | <p><b>Key Theme:</b></p> <p><b>Exploration</b><br/>Question: How to be a triple threat</p> <p><b>Musical theatre</b></p> <p><b>Prior Learning:</b></p> <p>Recall and retrieve past topics using the genre Musical theatre in year 7 and 8.<br/><br/>Students will have a basic understanding of rhythm, timing, pace and pitch from their KS3 music lessons.</p> |

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| <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>A series of Physical theatre workshops exploring weight sharing, overcoming obstacles and cause and effect. Group work activities to initiate discussion, decision making and creating force and tension.</p> <p><b>Balance</b><br/>an even distribution of weight enabling someone or something to remain upright and steady</p> | <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>To explore Action space dynamics based on a stimuli. Develop choreographic devices through motif development. Using the professional works performed by Hip hop company Boy Blue Entertainment, emancipation of expressionism.</p> <p><b>Stimuli</b><br/>Something that inspires an idea</p> | <p>create their own story telling through decision making and the consequences of these actions. A development of Y8 half term 1 - cause and effect.</p> <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b><br/>Develop an understanding of contrast and opposing themes. Using dynamics to explore the idea of good v's evil. In small groups we look at opposing ideas and</p> | <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b><br/>Students will understand how to use stage positions and stage directions. students will develop character and relationships between characters for on stage performance applying performance skills which are appropriate to their role. Learning and creating choreography to the musical number Kids Game</p> | <p>that cross curricular link</p> <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Through research of current global issues, students are to devise a piece of theatre that will raise awareness and educate an audience. Looking at the professional repertoire by the dance company Diversity, students will explore a range of stimuli to create work that communicates meaning.</p> | <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Students will be developing their knowledge of performing arts styles, this topic focuses on Musical Theatre to give students the opportunity to experience alternative art forms (dance, singing, acting and storytelling through song).</p> <p>Students will also have the opportunity to study the more</p> |
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| <p><b>Transition</b><br/>Transitions are the links between movements, phrases, sequences and sections of the dance</p> <p><b>Contact</b><br/>the state of physical touching.</p> <p><b>Future learning:</b><br/>First instance of contact work - learning the basics before progression in further choreography.<br/>Communication as a group in aspects of safety when working with others</p> | <p><b>Motif</b><br/>A movement phrase encapsulating an idea that is repeated and developed throughout the dance</p> <p><b>Future learning:</b><br/>The use of a stimuli to create an intention will be built upon during the 5 year learning journey being able to develop ideas from a stimuli and appreciate other works built from a stimuli enable a students to evaluate and analyse where ideas came from.<br/>This topic gives students the</p> | <p>consequences for our decisions.</p> <p><b>Contrast</b><br/>the state of being strikingly different from something else in juxtaposition or close association</p> <p><b>Accumulation</b><br/>To build up gradually</p> <p><b>Mirroring</b><br/>the reflection or replication of something.</p> <p><b>Future learning.</b><br/>Being able to educate and audience will lead into the TIE sow</p> | <p><b>Still image</b><br/>This is a frozen picture which communicates meaning. It's sometimes called a freeze frame or tableau. It can provide insight into character relationships with a clear focus upon use of space, levels, body language and facial expression.</p> <p><b>Ensemble</b><br/>a group of musicians, actors, or dancers who perform together<br/>Characterisation</p> <p><b>Future learning:</b><br/>The next topic is a development of the basic musical</p> | <p><b>Theatre in education</b><br/>a process that uses interactive theatre/drama practices to help aid the educational process.</p> <p>Artistic purpose</p> <p><b>Future learning:</b><br/>Theatre in education is a great way of dealing with or recognising issues of diversity or difference.<br/>Incorporating facts and statistics and exploring real life matters can only encourage a better sense of community and kindness.</p> | <p>technical aspects of design.<br/>Student's culture capital will be increased as they will be watching clips from current professional repertoire within the performing arts industry.</p> <p><b>Acting Through Song:</b><br/>The ability to tell a story and act with feeling and emotion appropriate to the choice of song.</p> <p><b>Mime:</b><br/>Knowledge of how to practically use Mime focusing on the use of gestures and facial expressions.</p> <p><b>Director</b></p> |
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| <p><b>Assessment method</b></p> <p>Filmed key assessment of own physical theatre performance piece applying all skills learnt previous at the end of the unit</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>physical theatre<br/>Action<br/>Space<br/>Dynamics<br/>Contact<br/>Balance<br/>Transition<br/>Parkour</p> <p><b>Reading Exposure:</b></p> <p>Own research into parkour</p> | <p>foundations to create a piece of dance that educates the audience.</p> <p>Further development to T.I.E. is found in Half term 5 of year 8</p> <p><b>Assessment method</b></p> <p>Filmed key assessment of own Graffiti performance piece applying all skills learnt previous at the end of the unit</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Improvisation<br/>Motif<br/>Transition<br/>Choreographic</p> | <p>later on in the journey. It begins to look at artistic purpose which will be developed throughout the 5 year learning journey to be able to talk about and discuss choreographic intentions of professional repertoire as well as own choreographic ideas.</p> <p><b>Assessment method</b></p> <p>Filmed assessment of own Trio performance piece applying all skills learnt</p> | <p>theatre skill taught so far in the learning journey. Students will be able to select Musical theatre as a specialism in Year 9, these topics are designed to give an insight to the genre musical theatre</p> <p><b>Assessment method</b></p> <p>Filmed assessment of group ensemble of Kids game from the musical Blood Brothers by Willy Russell applying all skills learnt previous at the end of the unit</p> <p><b>Tier 3 Vocabulary Vault:</b></p> | <p>This can be used throughout the rest of the dance learning journey, developing further towards the component 3 in year 11 and beyond. It also opens up opportunities to research and design a more technical aspect to performing arts, beginning to look at other areas of the industry.</p> <p><b>Assessment method</b></p> <p>Filmed assessment of group ensemble of T.I.E applying all skills learnt previous at the end of the unit</p> | <p>Theatre directors have responsibility for the practical and creative interpretation of a dramatic script or musical score. You'll be involved in the whole process, from the design and pre-production stages, right through to the final performance.</p> <p><b>Choreographer</b></p> <p>a person who composes the sequence of steps and moves for a performance of dance</p> <p><b>Set</b></p> <p>Set means the scenery and furniture onstage.</p> |
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| <p>Powerpoint slides in class<br/>Vocabulary vaults</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b><br/>Workshops to explore creativity with performance opportunities in class for peer and self assessment.<br/>Rehearsal and mental skill development<br/>Research tasks<br/>Do it now recall retrieval practice<br/>Questioning<br/>Mini White boards</p> | <p>intention<br/>Stimuli<br/>Control<br/>Extension<br/>Rehearsal</p> <p><b>Reading Exposure:</b><br/>Choreographic intention of professional works<br/>Synopsis</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b><br/>Workshops to explore creativity with performance opportunities in class for peer and self assessment.<br/>Rehearsal and mental skill development</p> | <p>previous at the end of the unit</p> <p><b>Tier 3 Vocabulary Vault:</b><br/>Trio<br/>Dynamic<br/>Contrast<br/>Choreographic devices -<br/>Mirror image<br/>Accumulation</p> <p><b>Reading Exposure:</b><br/>Research into chosen theme<br/>Synonyms</p> <p><b>Strategies to enable new concepts, knowledge &amp;</b></p> | <p>Still image,<br/>Physical Theatre,<br/>Ensemble.<br/>Improvisation,<br/>Stimulus,<br/>Act through song<br/>Lyrics</p> <p><b>Reading Exposure:</b><br/>Reading the script for understanding.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b><br/>performance opportunities in class for peer and self assessment.</p> | <p><b>Tier 3 Vocabulary Vault:</b><br/>Theatre<br/>Audience<br/>Research<br/>Collaboration<br/>Artistic purpose</p> <p><b>Reading Exposure:</b><br/>Independent research task<br/>Newspaper and media articles</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b><br/>performance opportunities in</p> | <p><b>Costume</b><br/>Costume is what the actors wear when performing.</p> <p><b>Future learning</b><br/>Musical Theatre at a basic level in preparation for it to be covered again in the future at a deeper level.<br/>Students also have the opportunity to attend our 'Performing Arts' extra-curricular club.<br/>In year 9 students will be able to choose to study Musical theatre pathway, gaining further insight and</p> |
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|  | <p>Research tasks<br/>Do it now recall<br/>Questioning</p> | <p><b>skills to embed in long-term memory:</b></p> <p>performance opportunities in class for peer and self assessment.<br/>Rehearsal and mental skill development<br/>Research tasks<br/>Do it now recall and retrieval<br/>Questioning<br/>Mini white boards</p> | <p>Rehearsal and mental skill development<br/>Research tasks<br/>Do it now recall and retrieval<br/>Questioning<br/>Mini white boards</p> | <p>class for peer and self assessment.<br/>Rehearsal and mental skill development<br/>Research tasks<br/>Do it now recall and retrieval<br/>Questioning<br/>Mini white boards</p> | <p>knowledge to continue at KS4 level.<br/>Musical Theatre is studied as part of Component 1 of the BTEC Performing Arts course, Component 1.<br/>The learning cycles at KS3 will prepare the students for studying and performing using these stylistic features in KS4.</p> <p><b>Assessment method</b></p> <p>Filmed assessment of group ensemble of musical theatre applying all skills learnt previous at the end of the unit</p> <p><b>Tier 3 Vocabulary Vault:</b></p> |
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|  |  |  |  |  | <p>Synopsis<br/>Lyrics<br/>Projection<br/>Expression<br/>Mime<br/>Acting through song</p> <p><b>Reading Exposure:</b><br/>Synopsis of musical<br/>Script extracts<br/>Character profiles<br/>Creative processes</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>performance opportunities in class for peer and self assessment.<br/>Rehearsal and mental skill development<br/>Research tasks<br/>Do it now recall and retrieval</p> |
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Updated 07/11/23 RKelly



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|  |  |  |  |  | Questioning<br>Mini white boards |
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