

## Year 9 Curriculum Overview Plan: Dance

Term 1 Skills and technique	Term 2 Dance styles	Term 3 Choreography
<p><b>KeyTheme:</b></p> <p><b>Exploration Question: How can you be the ultimate dancer?</b></p> <p><b>The dancer in training</b></p> <p><b>Prior Learning:</b></p> <p>Year 7 and 8 of the learning journey formed the basis of Action space and dynamics. It also covered choreographic devices and how we tell a story through dance</p> <p><b>ACTIONS</b> – WHAT a dancer does eg travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.</p> <p><b>DYNAMICS</b> – HOW the dancer moves eg fast/slow, sudden/sustained,</p>	<p><b>Key Theme:</b></p> <p><b>Exploration Question: What’s happening in the professional dance world?</b></p> <p><b>Dance styles - Jazz street dance and contemporary</b></p> <p><b>Prior Learning</b></p> <p><b>Dance technique</b> is the basis of all fundamentals of dance, from holding your body correctly while performing, to executing skills properly in a routine. Strong technique extends across all areas of dance, regardless of the style of your routine</p> <p><b>Current learning</b></p>	<p><b>Key Theme:</b></p> <p><b>Exploration Question: Can you show us what you’re made of?</b></p> <p><b>Choreography</b></p> <p><b>Prior Learning</b></p> <p>Apply new found knowledge and skills developed in KS3 to work in a production or performance role.</p> <p><b>Current learning</b></p> <p><b>Key Concepts,</b></p>

<p>acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt. <b>SPACE</b> – WHERE the dancer moves eg pathways, levels, directions, size of movements, patterns, spatial design.</p> <p><b>RELATIONSHIPS</b> – WAY in which dancers move with other dancers eg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations.</p>	<p><b>Key Concepts,</b></p> <p><b>Knowledge &amp; Skills to be Embedded:</b></p> <p>Dance workshops in the different styles of dance to develop physical and technical skills of a dancer.</p> <p>The dancer in training allows students to explore Roles and responsibilities and the health and fitness of a dancer.</p>	<p><b>Knowledge &amp; Skills to be Embedded:</b></p> <p>Preparation for Live show case of previous or new material to be performed in the Move it dance showcase.</p> <p>Work in a role within a production Company, to . Plan roles; Research; Performers: Learn &amp; rehearse material for Move it Dance showcase; Designers: Design costumes, set, props, lighting and sound.</p>
<p><b>Current learning</b></p> <p><b>Key Concepts,</b></p> <p><b>Knowledge &amp; Skills to be Embedded:</b></p> <p><b>Dance technique</b> is the basis of all fundamentals of dance, from holding your body correctly while performing, to executing skills properly in a routine. Strong technique extends across all</p>	<p><b>Jazz Dance</b></p> <p>Jazz dance is a social dance style that emerged at the turn of the 20th century when African American dancers began blending traditional African steps with European styles of movement</p> <p><b>Contemporary</b></p> <p>Contemporary dance is a style of interpretive dance that embraces innovation, blending techniques from</p>	<p>Performers and Designers collaborate and adapt decisions to enable all components of the performance to come together in a final rehearsal &amp; performance or design presentation. Review a Performance.</p> <p><b>Review</b></p> <p>Dance performance review is a kind of written critique that is aimed at evaluating the techniques, atmosphere, and aesthetics of concert dance</p>

<p>areas of dance, regardless of the style of your routine</p> <p><b><u>Expressive skills</u></b></p> <p>Projection. Focus. Spatial awareness. Facial expression Phrasing Musicality Sensitivity to other dancers Communication of choreographic intent</p> <p><b><u>Physical skills</u></b> Posture Alignment Balance Coordination Control Flexibility Mobility Strength Stamina</p> <p>Extension</p> <p><b>Safe Practice</b></p> <p>Prep for performance: Warming up Cooling down Nutrition Hydration</p> <p>During performance: Safe execution</p>	<p>various genres, including classical ballet, jazz, modern dance, and lyrical dance</p> <p><b>Street</b></p> <p>Street jazz is a mix of fast, intricate footwork, graceful spins and acrobatic floor moves. This genre of dance works on dancer's creativity, their understanding of the music and their energy, fusing traditional jazz with hip hop.</p> <p><b>Future learning</b></p> <p>Exploring the professional dance work Students will learn a set sequence inspired by the work and will then add their own choreography.</p> <p>This will lead into component 1 of the Btec Tech award if chosen at option stages.</p>	<p><b>Collaboration</b></p> <p>Working with someone else on a particular project</p> <p><b>Future learning</b></p> <p>Performance opportunity to celebrate successes in the studio. This level of collaboration will be necessary for completion of the learning journey - component 3</p> <p><b>Key Assessment Pieces:</b></p> <p>Performers: Final Video of the class Performance and performed in front of a live audience in Move it Dance showcase .</p> <p>Designers: Final Presentation of ideas for the performance.</p> <p>Review of another group performance.</p>
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<p>Appropriate dancewear: footwear hairstyle clothing absence of jewellery</p> <p><b>Future learning</b></p> <p>These skills will be the focus of the next topics on the learning journey when developing styles.</p> <p>Basic dance technique will give the students a grounding to be explored further</p> <p><b>Key Assessment Pieces:</b></p> <p>Key assessment is a Filmed final assessment of chosen dance technique class Audit 1</p>	<p>The practical element will also lead into component 2 and 3</p> <p>Next topic is a continuation of this to build further knowledge</p> <p><b>Key Assessment Pieces:</b></p> <p>Filmed key assessment of final performance piece, assessment of movement memory, Creating own choreography communication of intent and storytelling.</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Extension – The lengthening of limbs Coordination – using more than 1 body part Isolation – using 1 body part only</p>	<p><b>Tier 3 Vocabulary Vault:</b></p> <p>Review. Collaboration. Subject specific terminology linked to the components of a performance.</p> <p>Motif: A short phrase of movement that reflects a stimulus. Choreographic intention: What the choreographer would like the audience to learn about the dance. Choreographic approach: How the choreographer created movement material eg improvisation, collaboration, choreographic tasks.</p> <p><b>Reading Exposure:</b></p> <p>Own Research into the chosen variety</p>
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<p><b>Tier 3 Vocabulary Vault:</b></p> <p>Technique</p> <p>extension</p> <p>Control</p> <p>Stamina</p> <p>posture</p> <p>strength</p> <p>coordination</p> <p><b>Reading Exposure:</b></p> <p>Research into the origin of chosen dance style</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory</b></p>	<p>Stamina – The ability to keep energy</p> <p>Dynamics – How the dancer moves</p> <p>Formation – The positing of dancers</p> <p>Accuracy of action– performing the actions correctly</p> <p>Movement memory – remembering the actions in the correct order</p> <p>Alignment – placement of the body</p> <p>Extension – lengthening of the muscles or limbs</p> <p>Strength– muscular power</p> <p><b>Reading Exposure:</b></p> <p>Research into the origin of dance style</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p>	<p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Group discussion/meetings; rehearsals; research; planning; final review.</p> <p>Performance opportunities in class for peer and self assessment.</p> <p>Rehearsal and mental skill development</p> <p>Research tasks</p> <p>Do it now recall and retrieval</p> <p>Questioning</p> <p>Mini white boards</p>
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