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| **KAA Curriculum Overview** | | **Dance** | **Year 7** | **EOY Exam** | **Sequencing and Progression** | |
| **Rationale** | | | | **Practical assessment 60%** –   * Selection and demonstration of technical skills * Selection and demonstration of relationships and devices * Demonstration of capoeira style * Use of expressive skills to demonstrate the intent * Communication of choreographic intent   **Theory assessment** **40%–**   * Skills necessary for effective choreography * Understanding of physical and expressive skills * Analysis of dances from around the world * A Linha Curva analysis   K:\Curriculum\Dance\1) Curriculum\1) Year 7\3) Summer\A Linha Curva\2) Assessment | In dance, there is an assumption that many students have not experienced dance education before. Therefore, each term we start with the basics and build upon them.  Previous knowledge and practical ability is assessed in the baseline assessment and homework. | In Year 8, students will continue to develop their choreographic skills that they have learned within Year 7.  Students will also be expected to expand on their practical demonstration of physical and expressive skills so that they can perform effectively.  The analytical skills needed in summer term when analysing ‘A Linha Curva’ will be instrumental when analysing further dance works such as ‘Emancipation of Expressionism’ in Year 8. |
| In Year 7, students are given an introduction to dance education  In the Autumn term this is focused on their ability to choreograph. In groups, students study the four technical skills and choreograph a dance in relation to a stimulus.  The Spring term focuses on the students’ performance ability. Looking at dances from around the world (Hip-Hop, Gumboot and Bhangra), students must use the appropriate physical, technical and expressive skills to perform each style accurately whilst gaining insight to their cultural significance.  In the Summer term, students must use their understanding of performance and choreography to create a dance inspired by ‘A Linha Curva’ which is a GCSE set work. This dance consolidates the students’ understanding gained from the year so far and focuses on their ability to demonstrate a choreographic intention. The students must be able to analyse the work and then choreograph in response to their analysis to show the intent. | | | |
| **Term** | **Autumn** | | | **Spring** | **Summer** | |
| **Link to MTP Overview** |  | | |  |  | |
| **Topic studied & Fertile Question** | *What is Dance?*   * Introduction of technical skills   action, space, dynamics and relationships   * Choreograph and dance inspired by a stimulus   ‘Solid, Liquid, Gas’ | | | *What would the World be without Dance?*   * Consideration of different styles from around the world with a focus on performance skills   Hip-Hop (USA), Gumboot (South Africa), Bhangra (India)   * Choreograph and perform a Bhangra routine for assessment | *Do the Brazilian’s know how to party?*   * Introduction to the professional work ‘A Linha Curva’ * Identification of the choreographic intent and how to demonstrate it within the performance * Choreograph and perform a dance in the style of ‘A Linha Curva’ | |
| **Adjustments following last assessments / evaluation.** | N/A | | | More targeted focus on specific physical and expressive skills in each lesson. E.g. in the tutting lessons, focus on physical skill isolation.  Introduction of a new style of dance, Gumboot.  More specific style of dance introduced, focused on Bhangra as opposed to “Bollywood” to show more cultural sensitivity. | Aim to embed GCSE level terminology further. E.g. using ‘choreographic intention’ instead of ‘theme’. | |
| **Key knowledge and skills students need to have gained by the end of the unit** | * Demonstrate an understanding on warm ups and cool downs * Understand the key skills of Action, Space, Dynamics, Relationships * Perform a range of actions, space, dynamics and relationships through practical work. * Demonstrate an understanding of what a stimulus is and the different types of stimuli. * Demonstrate an understanding of what choreography is. * Choreograph a dance based on a chosen stimulus. * Use appropriate subject specific language throughout lessons and feedback. * Effectively use feedback to improve the performance of others and own work. | | | * Demonstrate an understanding of a range of dance styles. * Understand the historical context of each style and its place in dance today. * Understand what is meant by stylistic features. * Perform in a range of dance styles. * Demonstrate an understanding of how to adapt a performance based on its style. * Demonstrate an understanding of what physical and expressive skills are. * Perform a dance based on the Bhangra dance style. * Use appropriate subject specific language throughout lessons and feedback. * Effectively use feedback to improve the performance of others and own work. | * Demonstrate an understanding of a professional dance work ‘A Linha Curva’. * Understand who Itzik Galili is. * Understand the key term ‘choreographic intention’ and how to demonstrate this in a dance’ * Perform in the style of Itzik Galili * Demonstrate an understanding of the dance style Capoeira * Demonstrate an understanding of how to show a choreographic intent through actions, space and dynamics * Perform and choreograph a dance based on Itzik Galili’s ‘A Linha Curva’ evidencing the choreographic intent. * Effectively use feedback to improve the performance of others and own work * Use appropriate subject specific language throughout lessons and feedback | |
| **How is understanding assessed at the end of the unit?** | Throughout the unit student’s complete online homework. These are multiple choice questions that aim to identify students’ understanding and any possible misunderstandings.  A summative practical assessment takes place at the end of term. Students must perform their choreography in a group. Students are assessed on the following;   * Appropriate selection of action content * Appropriate selection of dynamic content * Appropriate selection of spatial content * Appropriate selection of relationships and devices * Response to the stimulus | | | Throughout the unit student’s complete online homework. These are multiple choice questions that aim to identify students’ understanding and any possible misunderstandings.  A summative practical assessment takes place at the end of term. Students must perform their performance in a group. Students are assessed on the following;   * Accuracy of technical skills * Use of physical skills * Use of expressive skills * Use of mental skills * Communication of the dance style (Bhangra) | Throughout the unit student’s complete online homework. These are multiple choice questions that aim to identify students’ understanding and any possible misunderstandings.  A summative practical assessment (60%) takes place at the end of term. Students must perform their choreography in a group. Students are assessed on the following;   * Selection and demonstration of technical skills * Selection and demonstration of relationships and devices * Demonstration of capoeira style * Use of expressive skills to demonstrate the intent * Communication of choreographic intent   Students must also complete a written assessment (40%) in which the following is assessed;   * Skills necessary for effective choreography * Understanding of physical and expressive skills * Analysis of dances from around the world * A Linha Curva analysis | |