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| **KAA Curriculum Overview** | | **Dance** | **Year 8** | **EOY Exam** | **Sequencing and Progression** | |
| **Rationale** | | | | **Practical assessment 60%** –   * Use of actions, dynamics, space in relation to Hip Hop Dance Style * Use of Dance Relationships and Choreographic Devices * Use of Motif Development * Use of Dance Structure and Transitions * Communication of choreographic intent   **Theory assessment** **40%–**   * Skills necessary for effective choreography * Understanding of physical and expressive skills * Analysis of dances from different musical theatre productions * Emancipation of Expressionism analysis   K:\Curriculum\Dance\1) Curriculum\2) Year 8\3) Summer\E of E\2) Assessment | The choreographic SOW in the Autumn term builds from exploration in Year 7 to fundamental skills and techniques needed to choreograph a dance.  The performance SOW in the Spring Term further develops students knowledge of physical and expressive skills, introducing students to six more of these. | In Year 9, students will continue to develop their choreographic skills that they have learned within Year 7 and 8.  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 ‘Emancipation of Expressionism’ will be instrumental when analysing further dance works such as ‘Shadows’ in Year 9. |
| Throughout Year 8 students will embed and build on their understanding of how to choreograph, perform and analyse dance that they gained in Year 7.  In the Autumn term they will focus on choreography with a highlight on how to effectively use motif development to represent a given stimulus. They will need to recall their understanding of how to appropriately select actions, spacing, dynamics and relationships from Year 7. The use of motif development within choreography is essential to choreography in GCSE dance.  In the Spring term students will focus on their ability to perform musical theatre accurately. Students will need to learn and perform three different routines from different musicals. Each lesson will focus on a different technical, physical or expressive skill which will encourage their understanding of key terminology as well as their ability to effectively perform.  In the Summer term students will once again analyse a GCSE set work; Emancipation of Expressionism. Students will focus on being able to identify the choreographic intention and endeavour to make it clear in their own performances. The dance is in four sections and challenges the students physical and mental stamina. | | | |
| **Term** | **Autumn** | | | **Spring** | **Summer** | |
| **Link to MTP Overview** |  | | |  |  | |
| **Topic studied & Fertile Question** | *Is Dance only interesting when you have costume, set and lighting?*   * Introduction of the term ‘motif’ in reference to a stimulus of ‘fireworks’ * Students gain understanding of how to develop a motif * Students are given the new stimulus of ‘war and combat’ and must choreograph a dance by developing a set motif | | | *Is a Musical as entertaining as a film?*   * Students are introduced to musical theatre and dance styles that are performed in different musicals * Focus on Hairspray, Matilda and Aladdin * In groups students select the routine/musical that they would like to perform for their assessment | *How can you express yourself?*   * Introduction to the GCSE set work ‘Emancipation of Expressionism’ * Students learn 4 sections of Emancipation of Expressionism with a focus on showing the choreographic intention * The 4 sections must be linked with transitions and performed accurately in groups | |
| **Adjustments following last assessments / evaluation.** | We have reviewed and swapped the stimuli that are used. Students historically have created more complex dances when using the stimulus of ‘war and combat’. | | | We have introduced a greater focus on specific skills in each lesson to improve their performance ability. | 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 what is meant by a motif. * Understand what is meant by motif development and choreographic devices. * Demonstrate different ways to develop a motif through practical work. * Demonstrate an understanding of how a motif can be used to portray a stimulus through practical work * Demonstrate effective use of choreographic devices in practical work * Choreograph a dance based on a chosen stimulus * Effectively use feedback to improve the performance of others and own work * Use appropriate subject specific language throughout lessons and feedback | | | * Demonstrate an understanding of the genre of Musical Theatre * Understand the historical context of each Musical * Understand what is meant by stylistic features * Perform a range of different Musical Theatre dance sequences * Demonstrate an understanding of how to communicate a story through movement * Demonstrate an understanding of what key technical, physical and expressive skills are * Perform a dance based on a chosen Musical * Effectively use feedback to improve the performance of others and own work * Use appropriate subject specific language throughout lessons and feedback | * Demonstrate an understanding of a professional dance work ‘Emancipation of Expressionism’. * Understand who Kenrick H2O Sandy is. * Understand the key term ‘choreographic intention’ and how to demonstrate this in a dance’ * Perform in the style of Kenrick H2O Sandy * Identify the choreographic intention of Emancipation of Expressionism and how to make this evident in the performance * Demonstrate an understanding of how to use dance relationships and choreographic devices * Perform and choreograph a mini version of Emancipation of Expressionism * 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;   * Selection of appropriate actions, dynamics, space * Demonstration of motif for the chosen stimulus * Development of original motif * Use of relationships and choreographic devices * Response to 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;   * Technical Skills:   Accuracy of action, dynamic and spatial content   * Physical skills:   Stamina, Posture, Control   * Expressive skills:   Focus, Facial Expression and Communication of Choreographic Intent   * Mental Skills:   Confidence, Commitment, Movement Memory   * Communication of dance style | 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;   * Use of actions, dynamics, space in relation to Hip Hop Dance Style * Use of Dance Relationships and Choreographic Devices * Use of Motif Development * Use of Dance Structure and Transitions * 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 different musical theatre productions * Emancipation of Expressionism analysis | |