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| **KAA Curriculum Overview** | | **Dance** | **Year 9** | **EOY Exam** | **Sequencing and Progression** | |
| **Rationale** | | | | **Practical assessment 60%** –   * Use of actions, dynamics, space in relation to the choreographic intent * Use of dynamics in relations to the choreographic intent * Use of freeze frames and transitions * Use of props * Communication of choreographic intent   **Theory assessment** **40%–**   * Skills necessary for effective choreography * Understanding of physical and expressive skills * Analysis of dances from different historical dance styles * Shadows analysis   K:\Curriculum\Dance\1) Curriculum\3) Year 9\3) Summer\Shadows\2) Assessment | The choreographic SOW in the Autumn term builds from exploration in Year 8 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 10, GCSE Dance students will need to use the skills developed throughout Key Stage 3 in choreographing, performing and appreciating dance to access the practical and theoretical elements of the course.  . |
| Throughout Year 9 students will embed and build on their understanding of how to choreograph, perform and analyse dance that they gained in Year 7 and 8.  In the Autumn term they will focus on choreography with a highlight on how to effectively use dance relationships 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 as well as motif and motif development from Year 8. The use of a range of dance relationships within choreography is essential to choreography in GCSE dance.  In the Spring term students will focus on their ability to perform a range of dance styles throughout history accurately. Students will need to learn and perform three different styles from the 1920s, 1950s and 1990s. 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; Shadows. Students will focus on being able to identify the choreographic intention and endeavour to make it clear in their own performances. The dance focuses on each families members reaction to the ‘shadows’ and develops students use of character. | | | |
| **Term** | **Autumn** | | | **Spring** | **Summer** | |
| **Link to MTP Overview** |  | | |  |  | |
| **Topic studied & Fertile Question** | *Are we stronger together?*   * Introduction to a range of dance relationships in reference to a stimulus of ‘protest’ * Students gain understanding of how dance relationships can be used to communicate an intent * Students are given the new stimulus of ‘Pandemic’ and must choreograph a dance using a range of dance relationships | | | *Has history shaped the way we dance?*   * Students are introduced to a range of historical dance styles from the 1920s, 1950s and 1990s * Focus on The Charleston, The Jive and Hip Hop * In groups students select the dance style that they would like to perform for their assessment | *What’s lurking in the Shadows?*   * Introduction to the GCSE set work ‘Shadows’ * Students learn sections showing each family members reaction with a focus on showing the choreographic intention * The sections must be linked with transitions and performed accurately in groups | |
| **Adjustments following last assessments / evaluation.** | We have reviewed and re sequenced the lessons so that students can structure their choreographies using the dance relationships to better communicate the choreographic intent. | | | 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 dance relationship. * Understand what is meant by a climax and transitions. * Demonstrate different ways to create effective climax’s and transitions. * Demonstrate an understanding of how dance relationships can be used to portray a stimulus through practical work * Demonstrate effective use of contact work 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 a range of historical dance styles * Understand the historical context of each style * Understand what is meant by stylistic features * Perform a range of different dance style dance sequences * Demonstrate an understanding of how to communicate a style through movement * Demonstrate an understanding of what key technical, physical and expressive skills are * Perform a dance based on a chosen dance style * 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 ‘Shadows’. * Understand who Christopher Bruce is. * Understand the key term ‘choreographic intention’ and how to demonstrate this in a dance’ * Perform in the style of Christopher Bruce * Identify the choreographic intention of Shadows and how to make this evident in the performance * Demonstrate an understanding of how to use transitions, freeze frames and props * Perform and choreograph a mini version of Shadows * 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 a climax and highlights * Demonstration of dance relationships * Selection of appropriate and creative transitions * 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:   Flexibility, Alignment, Balance   * Expressive skills:   Focus, Projection, Spatial awareness   * 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 the choreographic intent * Use of dynamics in relations to the choreographic intent * Use of freeze frames and transitions * Use of props * 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 historical dance styles * Shadows analysis | |