

Curriculum overview: KS3 Dance

Why do we study Dance at The Earls High School?

Self-motivation, self-discipline, expressive communication, keep fit. Ability to critically analyse. Work as an individual. Kinaesthetic awareness, natural heritage awareness. Expressive with communication of thoughts.

What skills and knowledge do we anticipate students will have in this subject before they begin at The Earls High School?

To change into their PE kit
Everyone dances (boys and girls)
Dance is performance and social
Dance does not define your gender or your sexual preference
Dance is a physical activity and like other Performing Arts it burns energy
Keeps you well in mind and body

What skills and knowledge would we like students to have in this subject at the end of their time at The Earls High School?

Writing skills: Descriptive, analytical, compare and contrast
Reading skills: various types of articles
Listening and Counting skills
Dance is a viable career choice for boys and girls
Interpretation skills
Know something about Arts/Dance national heritage (Britain and Europe)
Development of idea/movement from beginning to end
Knowledge of progressive accumulation of physical movement
(see GCSE sheet for full list of skills)

Year 7 Curriculum Map: Dance (Half the year group – then swap with Drama takes place after Spring Half Term).

| UNIT 1 | UNIT 2 |
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| <p>Unit 1: Understanding Dance To learn about:</p> <ul style="list-style-type: none"> • The development of dance in western civilization. • Knowledge and understanding of at least two dance cultures (African and contemporary dance). • The difference between narrative and abstract dance. • The importance of warm-up and cool down and safe practice in the dance space. • The five basic actions of western dance. • Linking the basic actions to form a dance. • The components of movement – action, space, dynamics and relationship. • Working with a partner. • Mental skills and attributes during the process of composition and for performance. <p>Main home learning tasks: <i>Reading task-</i> The importance of ‘warm-up’ and ‘cool-down’ (teacher resource) <i>Writing tasks-</i> ‘Research a dance style, differences between African and western dance, safe practice and mental attributes needed for performance and composition, description of a dance (either style). <i>Learning task-</i> Creation of a dance in a specific style.</p> <p>Key assessments <i>Written -</i> Research a dance style; differences between two dance cultures, description of a dance. <i>Practical-</i> Demonstration of the basic actions of dance, linked to create a short performance piece (style influence either contemporary or African).</p> <p>Assessment conditions: Practical, in- class assessment /partner work/performance to peers /short answer questions to evaluate performance, homework.</p> | <p>Unit 2: Popular dance styles of the early 1900’s To learn about:</p> <ul style="list-style-type: none"> • Effects of the slave trade on dance and music in the western world • Events that shaped ‘The Roaring Twenties’ • Social dance in the 1920’s and 30’s. • Characteristics of The Charleston and the Lindy Hop. • Using the basic actions and ASDR to create a dance in the style of The Charleston and the Lindy Hop • Performance in the style of The Charleston and the Lindy Hop <p>Main home learning tasks: <i>Reading task –</i> ‘The Roaring Twenties – a time of change’ (internet site http://www.1920-30.com/dance/) <i>Writing task -</i> Popular dances of the Jazz Age, Characteristics of The Charleston, mental skills and attributes used in performance, description of own dance. <i>Learning task-</i> The basic Charleston step, how to lift a partner safely, adjusting the basic actions of dance to suit a dance style.</p> <p>Key assessment: <i>Written -</i> The development of The Charleston dance, characteristics of The Charleston or the Lindy Hop Practical: Demonstration of The Charleston basic step, performance of a dance in the style of The Charleston and/or the Lindy Hop with a partner or within a group.</p> <p>Assessment conditions: Practical, in- class assessment/partner work/performance to peers /short answer questions to evaluate, homework.</p> |

Year 8 Curriculum Map: Dance (half the Year group – then swap with Drama takes place after spring half term)

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| <p>Unit 1: Using professional works as a stimulus for creating a dance</p> <p>To learn about:</p> <ul style="list-style-type: none">• History of dance in film and theatre• Important historical dance figures• Popular dance shows and films• Various types of dance stimuli• Styles of dance used in film and theatre <p>Main home learning tasks:</p> <p>Reading task- What is Contemporary dance? (https://dance.about.com/od/typesofdance/f/What-Is-Contemporary-Dance.htm)</p> <p>Writing task – Research a dance film or West End dance work</p> <p>Learning task- Dancing with a prop (eg. chair), Learn a section of dance repertoire, putting the dance intention across, how to show a dancer’s character</p> <p>Key assessment:</p> <p>Written – Knowledge of a dance film or theatre work which describes the dance intention and the dancer’s character and the impact of the dance on the film or theatre work.</p> <p>Practical – To perform a group dance in the style and character of a chosen dance or theatre work.</p> <p>Assessment conditions:</p> <p>Practical, in-class assessment/group work/verbal group presentation to the teacher only, homework, performance situation.</p> | <p>Unit 2: Motif and motif development – using street dance styles</p> <p>To learn about:</p> <ul style="list-style-type: none">• The definition of a motif in the context of dance• The role of a motif in contemporary dance composition• How to create, develop and vary a motif• Diversity: Flawless• Choreographic devices used in dance composition. The Greatest Dancer• Composition and performance in street dance style <p>Main home learning tasks:</p> <p>Reading task – ‘Ways to develop a Motif’ (teacher resource)</p> <p>Writing task – Description of a motif from the work Diversity; explanation of how a motif has been developed to extend the length of a dance.</p> <p>Learning task – using improvisation to create a motif, using the ‘Chance technique’, characteristics of street and particulars of choreographers’ styles.</p> <p>Key assessment:</p> <p>Written – Understanding of how the action, dynamics, relationship and space can be used and manipulated to create and develop a motif, choreographic processes, and a fundamentals of contemporary dance composition.</p> <p>Practical – Demonstration of motifs and their development to create a dance</p> <p>Assessment conditions:</p> <p>Practical, in-class assessment/group work/verbal group presentation to the teacher only, homework, performance situation</p> |

Year 9 Curriculum Map: Dance (half the Year group – then swap with Drama takes place after Spring half term)

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| <p>Unit 1: Making Contact in Dance To learn about:</p> <ul style="list-style-type: none"> •Activities that build trust • Between two partners who are able to lift each other • The principles of taking a partner’s weight safely •The development of contact improvisation in western dance • Knowledge and understanding of dance works that have utilised contact improvisation within choreography (‘Critical Mass’ by Russell Maliphant and ‘Push’ by Maliphant and Sylvie Guillem) <p>Main home learning tasks: Reading task- What is contact improvisation? (www.contactimprovision uk) How we made ‘Push’ (https://www.theguardian.com/stage/2014/jul/16/Sylvie-guillem-russell-maliphant-how-we-made-push) Writing task – A summary of the internet article ‘What is contact improvisation?’ Exercises and activities that build trust between partners, informative account of the work ‘Push’ or ‘Critical mass’ Learning task- Specific hand holds and leg positions for a range of lifts and balances, the importance of trust to take a partner’s weight or to be lifted, developments in contemporary dance. Rehearse with group (this can be arranged to take place during school hours).</p> | <p>Unit 2: Performing in a group using the GCSE set phrase To learn about:</p> <ul style="list-style-type: none"> • Differences between performing as a soloist and in a group • Technical skill required for group performances • Expressive skills required for group performance • Communication of the choreographic intent through composition and performance • Students to learn one set phrase from the AQA GCSE Set Phrases for Solo Performance • Structuring devices for group work • The effects of formation and placement of dancers • Composition and performance in a group <p>Main home learning tasks: Reading task – ‘The importance of rehearsal’ (https://ballettclassroom.wordpress.com/2013/03/05/performance-preparedness-the-importance-of-rehearsal-2/) Differences between solo and group work (‘Solo vs Group’ https://www.artsalive.ca/en/dan/make/toolbox/solo.asp) Writing Task- Description of differences between working as a soloist and in a group, a description of what was accomplished and during a group rehearsal and evaluation of what more needs to be</p> | <p>Unit 3: The Year 9 dance Challenge To learn about:</p> <ul style="list-style-type: none"> • Dance in films, music videos, musicals and advertising • Communication of the choreographic content • Safe practice as a performer • Choreographic devices used in dance composition • Using a stimulus to create a dance • Aural settings and how they affect choreographic outcomes • composition of a solo or group dance- students own choice of stimulus or starting point <p>This is a house competition between all Year 9 dance classes. The competition will be judged by the dance teachers and the winning class/group will be awarded achievement points.</p> <p>Main home learning tasks: Arranging and managing rehearsals, choosing a stimulus, choosing the right dancers for the dance intent. Choosing the performance environment, experimenting with different types of accompaniment for a dance.</p> <p>Key Assessment: Written – A programme note detailing the dance theme, style, action content, accompaniment and choice of dancers.</p> |

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| <p>Key assessment:</p> <p>Written- Explanation and description of contact improvisation or contact used in dance; the process two dancers go through to build trust to lift one another for a performance; knowledge of a professional dance work that uses the skills on contact improvisation in its composition</p> <p>Practical- Demonstrate safe contact lifts and balances within a dance piece; to demonstrate a range of lifts, some of which have appeared in the works 'push' or 'Critical Mass'.</p> <p>Assessment conditions: Practical, in-class assessments/partner work/performance to class/short answer questions to evaluate own and peer performance homework</p> | <p>Done.</p> <p>Learning task- Cannon and unison, action and reaction, call and response, a variety of group formations, lifts and balances, the range of possibilities available in a group dance compared to a solo performance</p> <p>Key assessment:</p> <p>Written – Knowledge of differences between dancing as a soloist and within a group, description of a group dance and knowledge of how to improve a group dance</p> <p>Practical – Composition and performance of a group dance which evidences a range of formation, lifts, relationships, moments of communication and timing</p> <p>Assessment conditions:</p> <p>Practical, in- class assessment /partner work/Performance to peers/short answer questions to evaluate performance</p> | <p>Practical – Demonstration of a group or solo dance of own choice with a range of choreographic devices, a theme and appropriate choreography</p> |
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