



DANCE

TRANSITION STAGE

| YEAR 7 | ROTATION 1 | ROTATION 2 |
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| CONTENT | Introduction to Dance (covers a wide range of basic skills) <ul style="list-style-type: none"> - Safe working practice - Six dance actions - Choreographic devices (15 different devices) - Stimulus - Audience awareness - Communication skills A final group assessment covering the above skills is conducted prior to the end of the rotation. | <ul style="list-style-type: none"> - Skills recap (Rotation 1) - Set phrases - Choreographic methods - CSI feedback - Additional features - Solo & group performances - Dance notations A final group assessment covering the above skills is conducted prior to the end of the rotation. |
| SKILLS | Development of performance skills Developing technical vocabulary and language Developing an understanding of the choreographic process Applying the skills to a full performance Development of feedback skills Team working | |
| ASSESSMENT | Students are continually assessed throughout practical tasks. At interim points within projects and at the end of each project they will be asked to perform their work which at times is to the whole class. | |
| USEFUL RESOURCES / GUIDANCE: https://www.bbc.co.uk/bitesize/subjects/zg9jtfr | | |



FOUNDATION STAGE

| YEAR 8 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|----------|--|----------|--|----------|
| CONTENT | Around the world Stimulus | | Six professional works Group creation | | Iconic dances Musicals | |
| SKILLS | Exploring dances from different cultures and time periods Development of performing skills Creating from a stimulus Developing technical language | | Using sections of the professional works to inspire original choreography Group and solo performance Developing technical language Exploring practitioner methods | | Exploring and creating original iconic dances Exploring musicals and the themes within Using musicals as influence for performance Developing technical language Exploring different practitioners' styles | |
| ASSESSMENT | Students are continually assessed throughout practical tasks. At interim points within projects and at the end of each project they will be asked to perform their work which at times is to the whole class. | | | | | |
| USEFUL RESOURCES / GUIDANCE: https://www.bbc.co.uk/bitesize/subjects/zg9jtfr | | | | | | |

| YEAR 9 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|----------|---|----------|--|----------|
| CONTENT | Set phrases Duet/trio performance | | Choreography Techniques & terminology | | Dance appreciation Evaluative & analytical skills | |
| SKILLS | Development of performing skills Applying given movement to own choreography Learning about the choreographic process Creating including choreographic devices | | Developing performance skills Developing ideas from stimulus provided Explaining intentions Including relevant additional features | | Analytical skills for six professional works Vocabulary tests Developing technical language Performing some of the six works Analysing additional features | |
| ASSESSMENT | Students are continually assessed throughout practical tasks. At interim points within projects and at the end of each project they will be asked to perform their work which at times is to the whole class. | | | | | |
| USEFUL RESOURCES / GUIDANCE: https://www.bbc.co.uk/bitesize/subjects/zg9jtfr | | | | | | |