Programme of study for Dance – Year 8

Currently Dance for year 8 is taught as part of the PE activities rotation. Dance is within this rotation so therefore pupils will have dance at different times during the autumn and spring term. All pupils in year 8 will get at least one unit of dance, depending on timetabling some groups may get two. Current year 8's (22-23) only did James Bond in year 7 and therefore are doing African this academic year **(see year 7 POS)**.

Next academic year Dance will be taught the same way as it is for year7 dance and students will then be taught three SOW for Dance, see below:

Unit 1	Unit 2	Unit 3
Other timescale: Half term 1 or 4 From: Autumn To: Summer	Other timescale: Half term 2 or 5 From: Autumn To: Summer	Other timescale: Half term 3 or 6 From: Autumn To: Summer
Topic / Big Question: **Nutcracker by Mathew Bourne** Students will learn The Gobstopper motif from Nutcracker. They will be introduced to a professional dance work here and will have an understanding of how a whole dance choreography is put together. This is a nice work to understand for all ages as each section of the dance is based on a different sweet. Students will then choose their own sweet and create a motif based on this sweet. Mathew Bourne takes a traditional dance piece and creates a more modern version which pupils can relate to. Skills(students should be able to do): Barrel jump Group work Hand stand (higher ability)	Topic / Big Question: **Swansong by Christopher Bruce** Students will learn a partner sequence which involves basic contact such as counter balances and assisted jumps. Pupils choose who they partner with so they feel conformable. This is the second professional dance work that is studied and used to be a GCSE unit of work. Pupils draw upon their drama skills to perform in the character of the prisoner and the guard. Pupils will have the option of incorporating a prop (chair) into their performance as this is used in Swansong. Students understand the importance of a stimulus and how movement can be created to portray a stimulus. Skills (students should be able to do): Counter Balances Assisted jumps Pair work Use of a prop (chair)	Topic / Big Question: **Project** Students will have the opportunity to be creative here and choose their own stimulus or choose from some examples. Some groups will be able to move on with this task easily and have lots of ideas. There will be three example ideas that pupils can choose between if they prefer. One idea would be a film-based project with a motif taught by the teacher taken from the 'Matrix'. Another example would be Kandinsky painting and how you can use a piece of art to create movements focussing on the shapes and the lines displayed on the artwork. Skills (students should be able to do): Developing a stimulus Creating a motif Performing their own project idea and justifying their choreographic choices.

Key Learning Outcomes (students should know): Overall aim: Pupils to perform The Gobstopper motif which is very energetic and then perform their chosen sweet. Pupils will need to demonstrate a clear difference in dynamics between the two sweets.	Key Learning Outcomes (students should know): Overall aim: Pupils to perform a partner sequence with fluency that portrays the two characters of the prisoner and the guard. Pupils will need to have a clear narrative to their dance, they are now performing to portray a story and create an ending to their story through dance.	Key Learning Outcomes (students should know): Overall aim: Pupils to create a motif or mini performance that links to their chosen stimulus/idea. Pupils to perform to music showing fluency, rhythm, timing and creativity.
End of unit 1 assessment to cover: • Choreography – How pupils have developed movement to tell a story through dance. How they have used contact to show who has the power and control. Performance- Can pupils perform in role throughout their performance?	End of unit 1 assessment to cover: • Choreography – How pupils have developed movement to tell a story through dance. How they have used contact to show who has the power and control. • Performance- Can pupils perform in role throughout their performance?	End of term 1 assessment to cover: • Choreography- Pupils assessed on how they have created movement linking to a stimulus. • The performance can be in any dance style.
Building understanding: Rationale / breakdown for your sequence of lessons: This unit aims to stretch and challenge pupils with a challenging sequence and more complex dance ideas. Pupils will be introduced to contemporary dance through this unit and this unit is a good one to determine if pupils would enjoy a GCSE dance course.	**Building understanding: Rationale / breakdown for your sequence of lessons:** This unit aims to stretch and challenge pupils with a challenging sequence and more complex dance ideas. Pupils will be introduced to contemporary dance through this unit and this unit is a good one to determine if pupils would enjoy a GCSE dance course.	**Building understanding: Rationale / breakdown for your sequence of lessons:** This unit gives pupils the opportunity to be creative and choose a stimulus in their chosen dance style. The different groups enduing up performing a variety of dance pieces. It is a great opportunity for pupils to come up with their own ideas. There are three stimulus examples for pupils to uses as a starting point, so they still have elements of choice.
Home – Learning: Research Mathew Bourne and how he recreates traditional Ballets.	Home – Learning: Create 4 freeze frames with your partner that shows power and control. Research at least 1 new counter pose or assisted jump that could be used in pupils' choreography. Research the meaning of Swansong	Home – Learning: Pupils to research ideas and movements that will relate to their stimulus and bring these ideas to every lesson.
Reading / literacy: Key dance terminology (Barrel jump, contemporary, narrative) Communication- How pupils can comment on own and others performance	Reading / literacy: Key dance terminology (Question and answer, props, contemporary, narrative) Communication- How pupils can comment on own and others performance	Reading / literacy: Key dance terminology (Unison, Canon, Space, Dynamics) Communication- How pupils can comment on own and others performance

Reading- Pupils reading outcomes from the board. Pupils reading outcomes from the board Research the key term other professional dance works by Mathew Bourne.	Reading- Pupils reading outcomes from the board and Terminology test. Research the key term Swansong Research Amnesty international	Reading- Pupils reading outcomes from the board and Terminology test. Pupils reading outcomes from the board
Numeracy: Counting into the music to know when to start Keeping their timing throughout the performance (counting in their head) Problem solving- working out a motif based on a new sweet.	Numeracy: Counting into the music to know when to start Keeping their timing throughout the performance (counting in their head) Problem solving- working out a clear ending to their performance.	Numeracy: Counting into the music to know when to start Keeping their timing throughout the performance (counting in their head) Problem solving- working in a group to create movement that links to a stimulus.
	Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): • Dance club- After school each week for all year groups • At least four performance opportunities throughout the year. Friends and family performance, Dance Festival, school production and FHS got talent. Some are performed on the main stage and some are in the sixth form drama studio. • Pupils who don't want to perform can still get involved and help with front of house or backstage such as lighting, props and set design. • SMSC- working with different people and sharing ideas, developing confidence and peer relationships.	