Programme of study for Dance – Year 7

Dance is taught on a rotation with Textiles. We teach half of one form class for half of the academic year then we teach the other half of the form class for the second half of the academic year. This means students in year 7 get three half terms of Dance.

Unit 1	Unit 2	Unit 3
Other timescale: Half term 1 or Half term 4 From: Autumn To: Summer	Other timescale: Half term 2 or Half term 5 From: Autumn To: Summer	Other timescale: Half term 3 or Half term 6 From: Autumn To: Summer
Topic / Big Question: **James Bond** Students will learn a set warm up motif based upon the stimulus of James Bond. Students will then start to develop their choreography skills to create their own motif. Students will gain an understanding of the basic components of dance and familiarise themselves with performance and choreography techniques. Skills (students should be able to do): Demonstrate the four elements of dance and understand each area. Action Space Dynamics Relationships	Topic / Big Question: **African Dance** Students will learn the basic movement style of traditional African dance and learn to develop their musicality performing in time with the rhythmic African music. Students then develop their analysing skills by watching another student's performance and giving constructive feedback. Students are encouraged to use key dance terminology when giving feedback to improve each other's standard of performance. Skills(students should be able to do): Perform in time to the music Demonstrate their Rhythm Demonstrate their Appreciation skills	Topic / Big Question: **Games** Students will learn how to create a dance themselves based on a stimulus they can choose out of a list of games. This unit will allow the students to grow and hone their choreography skills and express their creativity. Students will develop their analytical skills by analysing the movement content of the characters in their chosen game and replicate it in their own dance. Students will explore the dance element of Relationships in this unit to deepen their understanding of the devices used in dance. Skills(students should be able to do): Demonstrate the four elements of dance: - Relationships - Actions - Dynamics - Space Demonstrate knowledge on Relationship devices: - lead and follow - mirroring - action and reaction - accumulation - complement and contrast

		- counterpoint - contact - formations.
Key Learning Outcomes (students should know): Overall aim: Students will rehearse the adapted James Bond warm up, security code and mission ending, ensuring they produce a <u>polished performance that demonstrates their control</u>. Students will work as a team to ensure they perform to the best of their ability. Some students will incorporate more travel and dynamics (speed) into their performance as well as their own movement ideas.	Key Learning Outcomes (students should know): Overall aim: Students rehearse their developed African dance to include their own ideas. Performance should be confident, rhythmical and fun. Choreographies should have changes of dynamics, travel, levels and formations. Students should perform with the key characteristics of African dance, staying low, rhythmical, bounce and flexion.	Key Learning Outcomes (students should know): Overall aim: Students rehearse their choreography ensuring they have utilised the devices under the Relationship element. Performance should be confident, show character and narrative. Choreographies should have changes of dynamics, travel, levels and formations.
End of unit 1 assessment to cover: ● Performance- Can students demonstrate control in the JB warm up/ teacher motif? ● Choreography – How students can adapt the James Bond warm up and their mission code to make this unique for their group and how they can add their own ideas from their home learning ● Appreciation- Can students reflect on their own and others' performance?	End of term 1 assessment to cover: ● Performance- How Students can perform with confidence and stay rhythmically accurate with the actions and music. ● Choreography- Simple adaptations made to the dance, more emphasis is on the performance element and ensuring there is enjoyment in their performance. ● Appreciation- Can students reflect on their own and others' performance?	End of term 1 assessment to cover: ● Performance- How Students can perform with confidence, display characterisation and a narrative through movement. ● Choreography- Development of taught motif to fit stimulus as well as original choreography to complete the narrative. ● Appreciation- Can students reflect on their own and others' performance? Can students analyse action content in a game?
Building understanding: Rationale / breakdown for your sequence of lessons: This unit aims to give students a basic knowledge and understanding of the 4 elements of dance and	**Building understanding: Rationale / breakdown for your sequence of lessons:** The main aim of this unit is enjoyment, we want students to have fun through dance	**Building understanding: Rationale / breakdown for your sequence of lessons:** The main aim of this unit is creativity, we want students to express themselves through dance.

how it is a unique subject. Throughout the unit students will have plenty of opportunities to perform in class to increase their confidence. We chose the James Bond stimulus so that students can relate to the topic or any other action film and feel like they have some knowledge in those areas. These provide a hook where students become more engaged. We normally have three lessons on this topic.	and enjoy and appreciate learning a new dance style. This unit shows students' natural rhythm very clearly and often the students excel in these lessons. We normally have three lessons on this topic.	This unit shows students' natural rhythm very clearly and often the students excel in these lessons. We normally have three lessons on this topic.
Home – Learning: Create two James Bond actions to bring to the next lesson as well as complete the year 7 terminology test of google classroom or teams.	Home – Learning: Students annotate map of Africa, choosing 3 countries to write facts about the dance that originates there.	Home – Learning: Students watch their performances and comment on how they can improve.
Reading / literacy: Key dance terminology (Unison, Canon, formation, travel, action, space, dynamics and relationships) Communication- How Students can comment on their own and others performance Reading- Students reading outcomes from the board and Terminology test.	Reading / literacy: Key dance terminology (Unison, Canon, Space, Dynamics, Rhythm, flexion and timing) Communication- How students can comment on own and others performance Reading- Students reading outcomes from the board and Terminology test.	Reading / literacy: Key dance terminology (Unison, Canon, Space, Dynamics, Rhythm, flexion and timing) Communication- How students can comment on own and others performance Reading- Students reading outcomes from the board and Terminology test.
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 and develop their choreography	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 and develop their choreography	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 and develop their choreography
	Enrichment / opportunities to develop cultural capital (including Careers, WRL and SMSC): ● Dance club- After school each week for all year groups ● At least three performance opportunities throughout the year. Friends and family performance, The Dance Festival, school production and FHS got talent. Some are performed on the main stage and some are in the sixth form drama studio. ● Students 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.