Programme of study for Dance – Year 9

Dance is taught one every two weeks for year 9 students and all students will study at three units of dance. The three units of Dance aim to cover the three core elements of the subject; Performance, Choreography and Appreciation.

| Unit 1 | Unit 2 | Unit 3 |
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| Other timescale: Half term 1 and 2<br>From: Autumn 1 To: Autumn 2 | Other timescale: Half term 3 and 4<br>From: Spring 1 To: Spring 2 | Other timescale: Half term 5 and 6<br>From: Summer 1 To: Summer2 |
| Topic / Big Question:<br>**Around the World**<br><br>Students will learn a different style of dance approximately every two weeks. Some of the styles will be based on a West End Musical and some will be based on professional Dance works. This is a project that will span a full term with a halfway assessment point. Once the students have spent time in each style of dance, they will choose one that suits them for their project. As a group they will develop the idea into a performance before Christmas. This is a good unit to give students a wide range of experiences.<br><br>Skills (students should be able to do):<br>- Challenging jumps<br>- Challenging motifs to develop<br>- Group work to develop a performance<br>- Handstand (higher ability) | Topic / Big Question:<br>**Costa Concordia**<br><br>Students explore the stimulus of a real-life event and use this as a starting point to create movement. Students will learn a 'searching' teacher motif to give students a starting point. Students will need to create two new motifs based on the ship sinking and one on evacuation as well as developing original motifs. Action card resources will be available to give students movement ideas. The technique warmups help build up students' repertoire of actions. Students develop their choreographic skills through this unit using choreographic devices to develop their motifs. Students will be introduced to new choreographic devices such as retrograde.<br><br>Skills (students should be able to do):<br>- Pair work<br>- Choreography skills and devices | Topic / Big Question:<br>**Technical Study and Rooster**<br><br>Students will develop their technical and physical skills as a dancer in this unit. The unit aims to build up students' technical and physical skills in terms of posture, alignment, accuracy, timing and musicality. Students will be assessed individually on their technique and will have an element of choice of certain sections of the set phrase.<br><br>Students will develop their performance skills and appreciation skills in this unit. Students will learn material from the professional dance work Rooster by Christopher Bruce to develop their physical and expressive skills. Students will develop their appreciation skills through analysis of the movement content in relation to the social and political themes of the dance work.<br><br>Skills (students should be able to do):<br>- Accurate performance of a set phrase<br>- Demonstrating a range of Physical skills<br>- Analyse a dances movement content in relation to the choreographic intent |
| Key Learning Outcomes (students should know):<br>Overall aim: | Key Learning Outcomes (students should know):<br>Overall aim: | Key Learning Outcomes (students should know):<br>Overall aim: |

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| Students create a performance based on their selected style of Dance. Students will perform the original motif plus development ideas of their own to create a short choreography. Students will need to demonstrate style of dance through their performance. | Students will create an original choreography where they have created their own motifs based on a stimulus. Students will perform their choreography which includes their developed motifs and variety of choreography skills. | To develop students' technical and physical skills through Dance. Students demonstrate a range of these skills through their performance with the main aim of showing accuracy in their performance. |
| End of unit 1 assessment to cover:<br>● Choreography – How students have developed movement to portray their selected style of Dance. Have they worked well in a group to do this?<br>● Performance- Can students perform in a role throughout their performance?<br>● Appreciation- Can students reflect on their own and others' performance? | End of unit 2 assessment to cover:<br>● Choreography – How students have developed movement to portray the stimulus of Costa Concordia. Have they worked well in a group to do this?<br>● Performance- Can students perform in a role throughout their performance?<br>● Appreciation- Can students reflect on their own and others' performance? | End of term 3 assessment to cover:<br>● Choreography – How students have developed movement to portray their selected style of Dance. Have they worked well in a group to do this?<br>● Performance- Can students demonstrate a range of physical skills in their performance?<br>● Appreciation- Can students reflect on their own and others' performance? Can students analyse a professional piece using accurate and correct terminology? |
| **Building understanding: Rationale / breakdown for your sequence of lessons:**<br>This unit aims to develop students' skills in a range of Dance styles. Students will be introduced to a variety of performance and choreography skills that extends on their knowledge learnt in year 7 and 8. | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br>This unit aims to stretch and challenge students' choreography skills using a range of choreographic devices. The difficulty here will be developing a choreography that is longer in length and is able to show a clear narrative. | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br>This unit gives students the technical grounding to take GCSE Dance. The GCSE course requires one learnt technique performance from the exam board and students are tested for accuracy. This unit is a springboard to the technique unit for GCSE Dance.<br><br>This unit introduces the students to the theory aspect of GCSE Dance. The GCSE course includes a written paper on the analysis of 6 professional works. This unit explores the analysis of a work to develop the appreciation skills needed. |
| Home – Learning:<br>Research Matthew Bourne and how he recreates traditional Ballets.<br>Complete a self-assessment document | Home – Learning:<br>Complete a choreography log booklet reflecting on the choreography process. | Home – Learning:<br>Students rehearse the technical study after school, at least two rehearsal slots prior to the assessment. |
| Reading / literacy: | Reading / literacy: | Reading / literacy: |

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| Key dance terminology (Fragmentation, contemporary, narrative, choreography, appreciation)<br>Communication- How students can comment on own and others performance<br>Reading- Students reading outcomes and tasks from the board<br>Research the key terms and other professional dance works by Matthew Bourne. | Key dance terminology (Question and answer, contemporary, narrative, retrograde, motif and development)<br>Communication- How Students can comment on own and others performance<br>Reading- Students reading outcomes from the board and year 9 choreography log.<br>Research choreographic skills. | Key dance terminology (Physical skills, posture, alignment, musicality and timing)<br>Communication- How Students can comment on own and others performance<br>Reading- Students reading outcomes from the board and Terminology test.<br>Students reading outcomes from the board |
| Numeracy:<br>Counting into the music to know when to start<br>Keeping their timing throughout the performance (counting in their head)<br>Problem solving- working on the Dance style that suits their skill level | Numeracy:<br>Counting into the music to know when to start<br>Keeping their timing throughout the performance (counting in their head)<br>Problem solving- working out the key skills to create a unique choreography. | Numeracy:<br>Counting into the music to know when to start<br>Keeping their timing throughout the performance (counting in their head)<br>Problem solving- Building resilience and rehearsing over and over to improve technique. |
| | Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):<br>● Dance club- After school each week for all year groups<br>● At least three performance opportunities throughout the year. Friends and family performance, The Dance Festival, the whole school production and FHS got talent. Some are performed on the main stage, and some are in the sixth form drama studio.<br>● 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.<br>● SMSC- working with different people and sharing ideas, developing confidence and peer relationships. | |