

Key Stage 3 Programme of Study Dance



Year	Term 1	Term 2	Term 3	Term 4	Term 5+6
7	<p>Topic: Five Basic Body Actions. Action and Space. Choreography: Teacher and student led. Performance: Strength and Posture</p> <p>Theory: What are the five basic body actions? What is action and space? Definitions of strength and posture.</p> <p>Key Knowledge: Five basic body actions.</p> <p>Key skills: Teamwork Creativity Independence Presentation <u>Physical Skills</u> (Isolation, Flexibility, alignment, mobility, coordination, strength, balance, stamina, posture, control, extension)</p> <p>Assessment: Practical Assessment.</p> <p>Values:</p>	<p>Topic: Chance Choreography Choreography: Teacher and student led.</p> <p>Performance: Balance and Stamina</p> <p>Theory: What is chance choreography? Definitions of balance and stamina.</p> <p>Key knowledge: How to create a routine using chance.</p> <p>Key skills: Teamwork Creativity Independence Presentation <u>Technical Skills:</u> Dynamic, timing, spatial, action and relationship content.</p>	<p>Topic: Motif Development- Action and Space. Choreography: Teacher and student led.</p> <p>Performance: Isolation and flexibility.</p> <p>Theory: What is motif and development? Definitions of isolation and flexibility.</p> <p>Key knowledge: How to break down and motif and choreograph.</p> <p>Key skills: Teamwork Creativity Independence Presentation <u>Expressive Skills:</u> Spatial awareness, focus,</p>	<p>Topic: Dynamic and Relationship developments. Choreography: Teacher and student led.</p> <p>Performance: mobility and co-ordination.</p> <p>Theory: What are dynamics and relationships in dance. Definitions of mobility and co-ordination.</p> <p>Key knowledge: How to use Dynamics and relationships to improve a choreography.</p> <p>Key skills: Teamwork Creativity</p>	<p>Topic: Structure, climax and transitions Choreography: Teacher and student led.</p> <p>Performance: Extension, control, alignment and mobility.</p> <p>Theory: Different structures, what is climax and transitions in dance. Definitions of extension, control, alignment and mobility.</p> <p>Key knowledge: How to use structuring, transitions and climax to enhance a choreography.</p> <p>Key skills: Teamwork Creativity Independence Presentation and performance. Notation.</p> <p>Assessment: Summer Performance.</p>

	Respectful, Curious, Resilient	<p>Assessment: Teacher monitored observations.</p> <p>Values: Respectful, Curious, Resilient</p>	<p>musicality, projection, facial expression, sensitivity to other dancers, communication of choreographic intent.</p> <p>Assessment: Practical performance.</p> <p>Values: Respectful, Curious, Resilient</p>	<p>Independence Presentation Mental Skills: Confidence, concentration, commitment, movement memory, systematic repetition, rehearsal discipline, response to feedback, mental rehearsal, capacity to improve and planning.</p> <p>Assessment: Practical performance.</p> <p>Values: Respectful, Curious, Resilient</p>	<p>Values: Respectful, Curious, Resilient</p>
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Year	Term 1+2	Term 3+4	Term 5+6
8	<p>Topic: Kinaesthetic and Ideational Stimuli. Choreography: Choreographing using movement and ideas as a stimulus such as 'bullying' Performance: Strength, Posture, Balance, Stamina.</p>	<p>Topic: Historical events and visual Stimuli. Choreography: Choreographing using historical events and pictures/paintings to create an initial idea. Performance: Isolation, co-ordination, mobility and flexibility.</p>	<p>Topic: Auditory stimuli. Choreography: Creating movement and routines using sounds and music as a starting point. Performance: Extension, control, alignment and mobility.</p>

	<p>Theory: What are Kinaesthetic and Ideational Stimuli.</p> <p>Key knowledge: How to develop strength, Posture, Balance, Stamina.</p> <p>Key skills: Teamwork Creativity Independence Presentation and performance skills Technical and physical skills Choreographic skills (choreographic devices)</p> <p>Assessment: Teacher monitored observations and practical performance.</p> <p>Values: Respectful, Curious, Resilient</p>	<p>Theory: How to choreograph using images and historical events.</p> <p>Key knowledge: How to develop Isolation, co-ordination, mobility and flexibility.</p> <p>Key skills: Teamwork Creativity Independence Presentation and performance Choreography, motif and development.</p> <p>Assessment: Teacher monitored observations and practical performance.</p> <p>Values: Respectful, Curious, Resilient</p>	<p>Theory: How to choreograph using sounds and music.</p> <p>Key Knowledge: Describing, analysing and interpreting the music to create a choreographic intention.</p> <p>Key skills: Students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge, how to develop</p> <p>Assessment: Teacher monitored observations and practical performance.</p> <p>Values: Respectful, Curious, Resilient</p>
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Year	Term 1+2	Term 3+4	Term 5+6
9	<p>Topic: Mad Hatters Tea Party and Hamilton.</p> <p>Choreography: Teacher led motif and choreographing using movement from the shows.</p> <p>Performance: Strength, Posture, Balance, Stamina.</p>	<p>Topic: Hairspray and Diversity 'BLM'</p> <p>Choreography: Teacher led motif and choreographing using movement from the professional examples.</p> <p>Performance: Isolation, co-ordination, mobility and flexibility.</p> <p>Theory: Who were the original choreographers. Why did they make these choreographic decisions?</p>	<p>Topic: Contemporary dance work and 'Rosas Danst Rosas and Countdown'</p> <p>Choreography: Teacher led motif and choreographing using movement from the professional examples.</p> <p>Performance: Extension, control, alignment and mobility.</p>

	<p>Theory: Who were the original choreographers? Why did they make these choreographic decisions?</p> <p>Key knowledge: Why do dancers need Strength, Posture, Balance, Stamina.</p> <p>Key skills: Teamwork Creativity Independence Presentation and performance skills Technical and physical skills Choreographic skills (choreographic devices)</p> <p>Assessment: Teacher monitored observations and practical performance.</p> <p>Values: Respectful, Curious, Resilient</p>	<p>Key knowledge: Why do dancers need Isolation, co-ordination, mobility and flexibility.</p> <p>Key skills: Teamwork Creativity Independence Presentation and performance Choreography, motif and development.</p> <p>Assessment: Teacher monitored observations and practical performance.</p> <p>Values: Respectful, Curious, Resilient</p>	<p>Theory: Why do dancers need extension, control, alignment and mobility.</p> <p>Key Knowledge: Describing, analysing and interpreting the music to create a choreographic intention.</p> <p>Key skills: Students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge, how to develop</p> <p>Assessment: Teacher monitored observations and practical performance.</p> <p>Values: Respectful, Curious, Resilient</p>
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