Key Stage 3 Programme of Study Dance



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

Respectful, Curious, Resilient		musicality, projection,	Independence	
	Assessment:	facial expression,	Presentation Mental	Values:
	Teacher monitored	sensitivity to other	Skills: Confidence,	Respectful, Curious, Resilient
	observations.	dancers,	concentration,	
		communication of	commitment,	
	Values:	choreographic intent.	movement memory,	
	Respectful, Curious,		systematic	
	Resilient	Assessment:	repetition, rehearsal	
		Practical performance.	discipline, response	
		·	ton feedback,	
		Values:	mental rehearsal,	
		Respectful, Curious,	capacity to improve	
		Resilient	and planning.	
			Assessment:	
			Practical	
			performance.	
			Values:	
			Respectful, Curious,	
			Resilient	

Year	Term 1+2	Term 3+4	Term 5+6
8	Topic: Kinaesthetic and Ideational Stimuli.	Topic: Historical events and visual Stimuli.	Topic: Auditory stimuli.
	Choreography: Choreographing using	Choreography: Choreographing using historical	Choreography: Creating movement and routines
	movement and ideas as a stimulus such as	events and pictures/paintings to create an initial	using sounds and music as a starting point.
	'bullying'	idea.	
	Performance: Strength, Posture, Balance,	Performance: Isolation, co-ordination, mobility and	Performance: Extension, control, alignment and
	Stamina.	flexibility.	mobility.

Theory: What are Kinaesthetic and	Theory: How to choreograph using images and	Theory: How to choreograph using sounds and
Ideational Stimuli.	historical events.	music.
Key knowledge:	Key knowledge: How to develop Isolation, co-	Key Knowledge: Describing, analysing and
How to develop strength, Posture, Balance,	ordination, mobility and flexibility.	interpreting the music to create a choreographic
Stamina.		intention.
	Key skills:	
Key skills:	Teamwork	Key skills:
Teamwork	Creativity	Students must be able to critically analyse,
Creativity	Independence	interpret and evaluate their own work in
Independence	Presentation and performance	performance and choreography and demonstrate
Presentation and performance skills	Choreography, motif and development.	their knowledge, how to develop
Technical and physical skills		
Choreographic skills (choreographic	Assessment:	Assessment:
devices)	Teacher monitored observations and practical	Teacher monitored observations and practical
	performance.	performance.
Assessment:		
Teacher monitored observations and	Values:	Values:
practical performance.	Respectful, Curious, Resilient	Respectful, Curious, Resilient
Values:		
Respectful, Curious, Resilient		

Year	Term 1+2	Term 3+4	Term 5+6
9	Topic: Mad Hatters Tea Party and	Topic: Hairspray and Diversity 'BLM'	Topic: Contemporary dance work and 'Rosas
	Hamilton.	Choreography: Teacher led motif and	Danst Rosas and Countdown'
	Choreography: Teacher led motif and	choreographing using movement from the	Choreography: Teacher led motif and
	choreographing using movement from the	professional examples.	choreographing using movement from the
	shows.	Performance: Isolation, co-ordination, mobility and	professional examples.
	Performance: Strength, Posture, Balance,	flexibility.	
	Stamina.	Theory: Who were the original choreographers.	Performance: Extension, control, alignment and
		Why did they make these choreographic decisions?	mobility.

Theory: Who were the original choreographers? Why did they make these choreographic decisions?

Key knowledge:

Why do dancers need Strength, Posture, Balance, Stamina.

Key skills:

Teamwork

Creativity

Independence

Presentation and performance skills

Technical and physical skills

Choreographic skills (choreographic devices)

Assessment:

Teacher monitored observations and practical performance.

Values:

Respectful, Curious, Resilient

Key knowledge: Why do dancers need Isolation, coordination, mobility and flexibility.

Key skills:

Teamwork

Creativity

Independence

Presentation and performance

Choreography, motif and development.

Assessment:

Teacher monitored observations and practical performance.

Values:

Respectful, Curious, Resilient

Theory: Why do dancers need extension, control, alignment and mobility.

Key Knowledge: Describing, analysing and interpreting the music to create a choreographic intention.

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

Assessment:

Teacher monitored observations and practical performance.

Values:

Respectful, Curious, Resilient