



Curriculum Map

Subject: DANCE

Year group: 7-9

	Year 7	Year 8	Year 9 modules (Introduction to KS4 Dance and Level 1 Dance Leadership qualification)
Content <i>Declarative Knowledge – ‘Know What’</i>	<p><u>Year 7 SOW:</u> Super Mario, martial arts, Matilda, Musicals, Nutcracker</p> <p>Introduction to the skills and knowledge of the basic dance actions and principles of choreography</p>	<p><u>Year 8 SOW:</u> Swansong, Hunger Games, Nutcracker, Samba+Capoeira</p> <p>To develop the choreographic and technical principles of dance, relating to a specific professional work or style of dance.</p>	<p>This module will allow students to gain an insight into GCSE and BTEC Dance courses. You will build up technique and performance skills, learn about dance choreography and gain a theoretical understanding based on professional dance works. Taking this module will provide you with a huge advantage of having an additional year of experience and training. Rotations include: Technique, Performance, Critical appreciation, Choreography.</p> <p>The Level 1 Qualification in Dance Leadership provides an introduction into becoming advocates for leadership and helps engage peers and younger learners through dance. You will develop the skills necessary to help run dance clubs throughout school, events and/or community to help others become more physically active and engaged. You will also gain fundamental skills such as organisation and creativity which are important for KS4 BTEC and GCSE Dance courses</p>
Skills <i>Procedural Knowledge – ‘Know How’</i>	<p>Know how to perform the dance actions; travel, jump, turn, gesture and stillness. Know how to incorporate the following choreography principles including: still image, repetition, size of movement, formations, canon, and unison. Students will be able to create a group piece relating to the stimuli and share and describe improvements.</p>	<p>Know how to create a piece of choreography relating to a specific stimuli in small groups and evaluate their own and other's work. Incorporation of a range of dynamics, actions, relationship and space, as well as the following choreographic principles; canon, unison, contact work, repetition, formations and levels.</p>	<p>Know how to use any stimuli to create a performance and link ideas back to the stimulus within a group context. Apply a range of dance skills and key techniques of a variety of dance practitioners in their work. Evaluate their own and other's performance with detailed verbal and written responses.</p> <p>Dance Leadership:</p>



Curriculum Map

			<p>1) Valuing Learning Challenge – Engaging with learning and your community 2) Skills for Progression Challenge – The personal skills you need to progress 3) Believe in Yourself Challenge – Building confidence to succeed 4) Safety Awareness Challenge – Assist in leading activities safely</p> <p>Communication, leadership, confidence, team work, resilience, aspiration, self-reflection, teaching skills.</p>
Key Questions	<p>What types of jump, travel, turn, gesture or stillness are there? What are the 5 dance actions? Name a variety of dance formations? What is a still image? Why is team work important?</p>	<p>What is the definition of; canon, unison, repetition. Name the 5 dance actions? What action, dynamics and space can you identify in the professional work?</p>	<p>Name the four different dance skills? What is the definition of....? List the choreographic devices used in professional work? Are there any techniques you could or another group apply in their performance?</p> <p>What health and safety points do you need to consider? How could you improve the delivery of your dance lesson? Self reflection on your progress.</p>
Assessment	<p>See Online Sandringham Dance Assessment Grid</p>	<p>See Online Sandringham Dance Assessment Grid</p>	<p>GCSE assessment grids, written teacher and peer feedback, collaborative group assessment and final performance of choreographed piece. Google form quizzes.</p> <p>Practical observation – with additional guidance of how to use videos and conferencing apps to support assessment decisions</p> <ul style="list-style-type: none"> • Assessment of written tasks (task worksheets) • Plans and evaluations completed during the course
Literacy/Numeracy/SMSC/Character	<p>Literacy - Improving your own / others performance Numeracy – Using within choreography tasks Teamwork: communication and working with others, leadership. Problem Solving - critical thinking. Cultural appreciation – own and professional works Resilience, Initiative, Integrity, Confidence, Aspiration</p>	<p>Literacy - Improving your own / others performance Numeracy – choreography tasks Teamwork: communication and working with others, leadership. Problem Solving - critical thinking. Cultural appreciation – own and professional works Resilience, Initiative, Integrity, Confidence, Aspiration</p>	<p>Literacy - Improving your own / others performance Numeracy – Using within choreography tasks Teamwork: communication and working with others, leadership. Problem Solving - critical thinking. Cultural appreciation – own and professional works Resilience, Initiative, Integrity, Confidence, Aspiration.</p>