

Year 7	Half Term 1 (Autumn)	Half Term 2 (Autumn)	Half Term 3 (Spring)	Half Term 4 (Spring)	Half Term 5	Half Term 6
Knowledge	Year 7 Unit 1 Introduction to Dance Students explore the 5 basic actions via an introduction of Dance. Year 7 explore KPOP music as a stimulus. • Turn • Jump • Gesture • Stillness • Travel	Year 7 Unit 2 Video Games Students explore varied video games and how they can be used to create dance Lara croft – actions Pacman – developing space Tetris – using contact/dance relationships	Year 7 Unit 3 The Greatest showman Students to develop performance skills such as timing/ musicality/characterisation. Roles and accurate replication of actions. Students explore use of prop such as hula hoops, scarfs and ribbons.	Year 7 Unit 4 Dreams vs Nightmares Students explore an abstract concept of contrast. We use film, poems and images to create a piece of dance. Students will look more in depth at the use of music and how this can create varied moods/feelings. Students will explore contemporary style.	Year 7 Unit 5 Dance through the decades This unit focuses, lindy hop, Charleston, disco, hip hop moving from one decade to another. Students have a chance to look at historical and social context of each decade	Year 7 Unit 6 Devising a dance Introducing students to devising dance from a given stimulus. This unit of work is designed to give students a variety of stimuli and allow them to creatively think of their responses to them. These responses will then aid the creation of choreographic phrases.
Themes	• Safe practice in dance • Actions – Identifying actions and developing a dance by adding actions • International Dance • Appreciation of a range of styles of dance		• Developing actions and dynamics • Understanding narrative/film and a starting point to piece of choreography • Use of prop within the dance • Group performance skills developed • Appreciation and understand of how a can develop a piece of dance		• Using stimuli • Choreographic Devices • Choreographic Approaches • Choreographic Intentions	
Skills	• Spatial awareness • Coordination • Memory recall • Body alignment / Centre of gravity • Weight transference • Performance Skills		• Stimulus → Theme → Movement • Symbolism in dance • Contrast and conflict • Graffiti/Street aesthetic • Characterisation & physical theatre • Group choreography and performance skills • Replicating dance		• Stimuli analysis • Teamwork • Discussion and research • Improvisation • Selection • Choreographing • Performance skills	
Independent Learning Link	Homepage - UDO Global Dance Mat Typing for 7 - 11 year olds - BBC Bitesize		The World of Banksy: Famous Artworks by Banksy - The Artist		MoovBank UK BalletBoyz	

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Knowledge	Year 8 Unit 1 Basketball in Dance Students build on skills developed in year 7 and explore how they can create a game of basketball through dance. Students develop this through the 5 basic actions • Turn • Jump • Gesture • Stillness • Travelling	Year 8 Unit 2 Smooth Criminal Explore MJ'S tracks and develop • The Shuffle • The circle slide • The Kick • The toe-stand • The spin • The moonwalks	Year 8 Unit 3 Stranger Things (Performance only unit) Explore narrative as a stimulus to create a piece of choreography. Abstract and contemporary style actions in response to the 'upside down world' Students are taught a group dance and work together as a class to perform as one	Year 8 Unit 4 Hero's V's Villains Students explore an abstract concept of contrast. We use Marvel films and images to create a piece of dance. Students will look more in depth at the use of music and how this can create varied moods/feelings. Students will explore contemporary style actions	Year 8 Unit 5 Zoonation 'The Madhatter' Students choose a stimulus and concept a collaborative process, research a professional dance company Zonation and Katie Prince's expert choreography	Year 8 Unit 6 Choreography Project Exploring sound as a stimulus in duets, This unit of work is designed to give students a variety of stimuli and allow them to creatively think of their responses to them. These responses will then aid the creation of choreographic phrases
Themes	• Safe dance practice • Actions – What makes a dance phrase creative? • Using narrative as a stimulus – How can we extra ideas from the hunger games into a dance • Dance relationships – Contact and over, under, round and through. • Dangers of social media v's the positive		• Varied styles of dance • Appreciation of film and response to stimulus • Replication of actions • Performance Analysis • Rehearsal process and management • Performance and Reflection		• Performance Analysis • Creative Collaboration • Adding Intention • Choreography	
Skills	• Musicality • Balance • Co-ordination • Accurate replication of phrases • Teamwork, collaboration • Creativity • Motif development		• Continuation of skills from Winter Term • Dance repertoire • Analysing Dance • Learning dance from film • Replicating dance • Performance Skills		• Stimuli analysis • Teamwork • Discussion and research • Choreographing • Performance skills	
Independent Learning Link	Bing Videos		Dance Through the Decades		Resource Archive - ZooNation	

Year 9	10 Week Rotational Carousel First Block (5 Weeks)	10 Week Rotational Carousel Second Block (5 Weeks)
Knowledge	Urban Dance Boy Blue Entertainment Reintroducing the fundamentals of dance, whilst teaching students a phrase of movement devoid of any stimulus, quality or musical interpretation. This unit of work is designed to teach students a phrase of movement that they can memorise and perform alone. Once performed they will watch back their performances to start critically analysing themselves. Coming to the end of the unit students will be given various pieces of music to perform to, allowing them to add their own expression and quality resulting in choosing a piece of music that resonates with them. The unit of work for Year 9, paired with the structure of the timetable, gives the students an insight into what GCSE Dance would be.	Carnival A Linha Curva Students will build upon the performances in the first block and transform them into duo or trio performances. This unit of work is designed to teach students the understanding of teamwork in a performance, when not all students are performing the same routine. Using the original solo phrase as a base, students will be facilitated to use the music they have chosen to understand the choreographic intent. Students will then be asked to devise additional material for the routine to ensure they create an original dance performance. Again, through this process students will be asked to critically analyse their work. The unit of work for Year 9, paired with the structure of the timetable, gives the students an insight into what GCSE Dance would be.
Themes	• Choreography skills • Performance skills • Understanding of urban dance culture and history • Video clips of urban dance styles (hip-hop, popping, locking, waacking, breaking) • Hip-hop/urban music playlist	• Cultural context of Brazilian Carnival • Elements of A Linha Curva (motifs, grid structure, improvisation) • Group choreography and formations • Use of space, timing, energy, and performance skills
Grammar & Skills	Accurate replication of the following dance styles, hip hop • krumping • locking and popping • breaking • animation • waacking techniques.	• Choreographic Intention • Choreographic Approach • Self-Reflection
Independent Learning Link	https://www.youtube.com/watch?v=TkZjeiBNBIM https://rambert.org.uk/ https://www.phoenixdancetheatre.co.uk/ https://www.rbo.org.uk/about/the-royal-ballet https://www.stopgapdance.com/ https://www.jamescousinscompany.com/ https://www.boyblue.co.uk/	