

Year 8 Dance Curriculum Plan

Term 1	Key	Overview of	Assessment	Cross Curricular Skills	Suggested reading material and websites:
	concept/	the unit			
Autumn 1: Repeated	Key		Aut1: Creating strand	Literacy: Students are	
Patterns Physical	question	Autumn 1: In	_	required to read scripts	You've got to pick a pocket or two (original film):
Theatre	-	this SOW,	Aut 2: Performance	and learn drama specific	https://www.youtube.com/watch?v=VogHwP0C5VY
	Autumn One:	students will	strand	terminology to add to	
	Physical	explore how		understanding of	
	theatre,	movement can	Students will continually be	vocabulary. Written	
Autumn 2:	creating	be used to	assessed throughout all	evaluative tasks promoting	
Oliver! Musical		develop a non-	lessons using the	literacy and language in	
Theatre		naturalistic	performing level	English. Students studying	
	Autumn Two:	piece of Drama	descriptors and their	a Christmas carol in	
	Dance,		personalised arts based	English reinforcing	
	performing	Autumn 2: This	tracker. Students will have	narrative/stylistic features	
		scheme aims to	opportunity to respond to	of Charles Dickens (cross	
		build on	the finalised level and set	curricular learning)	
		students'	attainable targets to	Numeracy: Students will	
		performance	develop their performance	work with musical	
		skills in dance.	skills.	structures that consist of	
		Students will	Teacher: Each rehearsal	syncopated, beats and	
		explore dance	and final performance is	numbered rhythmical	
		repertoire	informally assessed / when	patters. Students asked to	
		based on the	evaluating work teacher	go into different numbered	
		song 'Pick a	will refer to assessment	groups and numbered	
		pocket or two'	criteria.	tiered level descriptors.	
		through		ICT: Students completing	
		technical and		written evaluation on	
		interpretive		computer. IWB links in	
		performance		power points, visual	
		skills. Musical		resources and research	
		theatre will be		based tasks.	
		explored		SMSC: Communication,	
		through the		awareness of history of	
		dance		Charles Dickens Oliver,	



		movement and discovering musicality techniques. This scheme will aim to ensure students apply confident performance skills in musical theatre.		wellbeing, self-esteem, leadership and team work.	
Term 2	The students	This scheme focusses on	Students will continually be assessed using the	Literacy: Students are required to understand	Clip Swansong:
	will be	performance	choreographic (creating)	dance specific terminology.	https://www.youtube.com/watch?v=038BdfaaVVs
Dance: Swansong	exploring the	and	and performance level	Written evaluative tasks	https://www.youtube.com/waterr.v=coobaraavvo
	professional	choreographic	descriptors and their	promoting literacy and	Prezi presentation Swansong:
	work	skills in dance.	personalised arts based	language in English.	
	'Swansong'	Students will	tracker. Students will have	Written test on Swansong	https://prezi.com/wnilgouuoxy9/swansong-by-
	by	explore dance	opportunity to respond to	and performance skills.	christopher-bruce/
	Christopher	repertoire	the finalised level and set	Numeracy: Students will	
	Bruce.	based on the	attainable targets to	work with musical	
	Performing,	movement	develop their	structures that consist of	
	creating and analysing.	repertoire that	choreography/performance dance skills.	syncopated, beats and numbered rhythmical	
	analysing.	are inspired by Swansong.	Teacher: Each rehearsal	patters. Numeracy will also	
		They will build	and final performance is	be required though	
		on technical	informally assessed / when	numbered groups and	
		and interpretive	evaluating work teacher	numbered tiered level	
		performance	will refer to assessment	descriptors.	
		skills and	criteria. Students will be	ICT: Students completing	
		choreographic	formally assessed on the	written evaluation on	
		principles in the	'performance' and	computer. IWB links in	
		lessons. This	'choreographic' strand of	power points, visual	



		scheme will aim to ensure students master the set dance material and can interpret and develop movement phrases. All students will be expected to project the key themes and concepts from the original dance work.	assessment grid in relation to level descriptors.	resources, dance videos and research based tasks. SMSC: Communication, awareness of social/political issues, wellbeing, self-esteem, leadership and team work.	
Term 3 Summer 1: Stimuli/Choreography Dance Summer 2: Westside Story Musical Theatre	Summer 1: The students will be exploring choreography and be creating a composition based on a stimulus of their choice.	Summer 1: This scheme focusses on choreographic principles in dance. Students will explore a stimuli independently in trios in lessons and build on dance movement sequences. All students will be	Summer 1: Students will be formally assessed on the 'choreographic' strand of assessment grid in relation to level descriptors. Summer 2: Each rehearsal and final performance is informally assessed / when evaluating work teacher will refer to assessment criteria. Students will be formally assessed on the	Literacy: Students are required to understand dance specific terminology. Peer evaluative tasks promoting literacy and language in English. Numeracy: Students will work with musical structures that consist of syncopated, beats and numbered rhythmical patters. Numeracy will also be required though numbered groups and numbered tiered level	Knowledge and skills, Choreography grid: <u>http://www.aqa.org.uk/subjects/dance/gcse/dance-8236/subject-content/choreography</u> Westside Story, America: <u>https://www.youtube.com/watch?v=Qy6wo2wpT2k</u>
	Summer 2: The students	expected to project the key themes and	'performance' strand of assessment grid in relation to level descriptors.	descriptors. ICT: Students completing written evaluation on	



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are exp		computer. IWB links in	
the craft	t of their original	power points, visual	
musical	l choreographic	resources, dance videos	
theatre	in stimulus.	and research based tasks	
dance		linking to stimuli.	
through	the Summer 2:	SMSC: Communication,	
producti		wellbeing, self-esteem,	
Westsid		leadership and team work.	
Story.	students'	leadership and team work.	
Story.			
	performance		
	skills in dance.		
	Students will		
	explore dance		
	repertoire and		
	build on		
	technical and		
	interpretive		
	performance		
	skills. Musical		
	theatre will be		
	explored		
	through the		
	dance		
	movement and		
	discovering		
	musicality		
	techniques.		
	This scheme		
	will aim to		
	ensure students		
	apply confident		
	performance		
	skills in musical		
	theatre.		