



Year 8 Dance Curriculum Plan

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

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



		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.	
<p>Term 3</p> <p>Summer 1: Stimuli/Choreography Dance</p> <p>Summer 2: Westside Story Musical Theatre</p>	<p>Summer 1: The students will be exploring choreography and be creating a composition based on a stimulus of their choice.</p> <p>Summer 2: The students</p>	<p>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 expected to project the key themes and</p>	<p>Summer 1: Students will be formally assessed on the 'choreographic' strand of assessment grid in relation to level descriptors.</p> <p>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 'performance' strand of assessment grid in relation to level descriptors.</p>	<p>Literacy: Students are required to understand dance specific terminology. Peer evaluative tasks promoting literacy and language in English.</p> <p>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 descriptors.</p> <p>ICT: Students completing written evaluation on</p>	<p>Knowledge and skills, Choreography grid: http://www.aqa.org.uk/subjects/dance/gcse/dance-8236/subject-content/choreography</p> <p>Westside Story, America: https://www.youtube.com/watch?v=Qy6wo2wpT2k</p>

	<p>are exploring the craft of musical theatre in dance through the production of Westside Story.</p>	<p>concepts from their original choreographic stimulus.</p> <p>Summer 2: This scheme aims to build on students' 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.</p>		<p>computer. IWB links in power points, visual resources, dance videos and research based tasks linking to stimuli.</p> <p>SMSC: Communication, wellbeing, self-esteem, leadership and team work.</p>	
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