



Dance – Year 7 –Baseline/ Secret agent/Basic actions of dance

Sequence 1: Baseline

Lesson 1: To be able to learn about the basic actions of dance. Perform a short dance phrase identifying and using the basic actions of dance. To recall basic actions of dance and to choreograph a duet phrase using these.

Formative Assessment and Homework: Check of pupil's basic level skills, balance, co-ordination, rhythm, timing, awareness of body and use of boy in the space.

Sequence 2: - Learning about ASR

Lesson 2: To understand the actions associated with basic actions of dance and perform a phrase using the theme (choreographic intention)

H.W. (SMH) Pupils to create a fact sheet or display poster showing understanding of the basic actions of dance. Pupils ability to retain the basic actions and then apply in to practical task.

Lesson 3: To understand the use of levels and space as a technical skill (to develop dance) and to learn & perform the opening section of the secret agent piece using this knowledge.

Lesson 4: To apply understanding of stillness as a choreographic device (action) in dance and create tablos/Freeze frames applying this device.

Formative Assessment and Homework: Pupils assessed on their ability to apply levels & stillness into actions and understanding of stillness as an action. Mid feedback tracking sheet to be completed. Homework – Show my homework quiz, lesson 4.

Sequence 3: Choreography & Performance (Expressive skills)

Lesson 5 To choreograph a duet section showing choreographic intention. Develop understanding expressive skills

Lesson 6: Assessment – to demonstrate the ability to link sections demonstrating skills learnt and apply use of expressive skills.

Lesson 7: To develop understanding of reviewing own and peers work through peer and self-assessment using video analysis and completing WWW & EBI.

Formative Assessment and Homework: Check pupil's ability to apply learnt skills in performance and their ability to identify these reviewing own and others work. Suggest ways to improve and complete tracker sheet.

Big Picture

- Aim – In this unit pupils are to focus on the basic principles of dance looking at the basic actions of dance and the introduction of using Action & Space. Pupils to acknowledge how expressive skills can enhance performance and this will be developed throughout KS3.
- Homework set in lesson 1 and Lesson 4 to reinforce learning and using dual coding method.
- All pupils encouraged to join extra-curricular clubs (lunchtime facility use also)
- Pupils to be given opportunity to watch live performances and / or observe dance works via social media. With this, pupils are also encouraged to use the internet safely and with adult supervision/advisory. Teacher to guide pupils to appropriate examples and this can be accessed through SMH.

Developing Cultural Capital:

Out of lessons, at home and in the community, pupils will be encouraged to do

- Take part in school dance, either at social or higher level.
- Join clubs in the community – Youth Zone dance/Zoe Taylors, Sandersons.
- Develop own dances at home with friends and family socially.
- Where possible access live dance at King Georges Hall/Charter Theatre Preston or Darwen Library Theatre and Redbrick.

Reinforcement and Retrieval Practice

- Action sequences are always revisited and rehearsed as a starter/warm up or through a means of checking understanding.
- Pupils understanding checked through Q & A, mini plenaries and plenaries, using retrieval practice.
- AfL used continuously throughout the unit but specifically lesson 4 & 6.
- Homework set in Lesson 1 & 4 & this will allow for spaced learning to be applied.
- Summative assessment through practical performance testing all areas learnt over unit and then ability to Peer and self-assess using video playback.

Progression Model:

- Pupils will have begun to learn the basic principles of ASDR which is a key feature throughout dance and will be developed throughout the key stage.
- Transferable skills and specific dance terminology will be introduced to be used in retrieval practice and interleaving throughout the year.
- Transferable knowledge practically through warm ups, choreographic process and cool downs.
- Pupils ability to use verbal articulation will be encouraged and also once again will allow for retrieval skills to be further developed. Use of literacy focus to reinforce this and use as concrete examples within lessons.



Dance (2) Year 7 'Still life at The Penguin café'

Sequence 1: - Learning about ASR

Lesson 1: To learn key facts and repertoire work based on SL@PC

Lesson 2: To continue to develop repertoire work from SL@PC & refine movements

H.W. (Google Classroom) Pupils to create a fact sheet or display poster showing understanding of an animal at risk or already extinct.

Lesson 3: To choreograph a group motif based on chosen animal. (Refer to SMH task)

Formative Assessment and Homework: Pupils assessed on their ability to apply creativity into selecting actions for choreography in relation to theme given. Mid feedback tracking sheet to be completed. Homework – Show my homework lesson 1.

Sequence 2: Choreography & Performance (Expressive skills)

Lesson 4: To develop the choreographed motif using relationships (Recall/formations)

Lesson 5 To choreograph a duet section showing choreographic intention. Develop understanding expressive skills

Lesson 6: Assessment – to demonstrate the ability to link sections demonstrating skills learnt and apply use of expressive skills.

Formative Assessment and Homework: Check pupil's ability to apply learnt skills in choreography and performance Reviewing own and others work. Suggest ways to improve and complete tracker sheet.

Big Picture

- Aim – In this unit pupils are to focus on the basic principles of choreography showing relationships and theme. Pupils to acknowledge how expressive skills can enhance performance and this will be developed throughout KS3.
- Homework set in lesson 1 and Lesson 4 to reinforce learning and using dual coding method.
- All pupils encouraged to join extra-curricular clubs (lunchtime facility use also)
- Pupils to be given opportunity to watch live performances and / or observe dance works via social media. With this, pupils are also encouraged to use the internet safely and with adult supervision/advisory. Teacher to guide pupils to appropriate examples and this can be accessed through SMH.

Developing Cultural Capital:

Out of lessons, at home and in the community, pupils will be encouraged to do

- Take part in school dance, either at social or higher level.
- Join clubs in the community – Youth Zone dance/Zoe Taylors, Sandersons.
- Develop own dances at home with friends and family socially.
- Where possible access live dance at King Georges Hall/Charter Theatre Preston or Darwen Library Theatre and Redbrick.

Reinforcement and Retrieval Practice

- Action sequences are always revisited and rehearsed as a starter/warm up or through a means of checking understanding.
- Pupils understanding checked through Q & A, mini plenaries and plenaries, using retrieval practice.
- AfL used continuously throughout the unit but specifically lesson 4 & 6.
- Homework set in Lesson 1 this will allow for prior knowledge and research to develop understanding.
- Summative assessment through practical performance testing all areas learnt over unit and then ability to Peer and self-assess using video playback.

Progression Model:

- Pupils will have begun to learn the further principles of ASDR which is a key feature throughout dance and will be developed throughout the key stage.
- Transferable skills and specific dance terminology will be introduced to be used in retrieval practice and interleaving throughout the year.
- Transferable knowledge practically through warm ups, choreographic process and cool downs.
- Pupils ability to use verbal articulation will be encouraged and also once again will allow for retrieval skills to be further developed. Use of literacy focus to reinforce this and use as concrete examples within lessons.



Dance (3) – Year 7 – Football

Sequence 1: - Learning about ASR

To understand how we use football as a stimulus for dance.

To learn teacher taught actions/phrase within the opening section of the piece. (structure)

To choreograph own material to compliment the opening warm up with use of formations (relationships)

Learn teacher skills phrase and add onto phrase using choice of own skills (choreograph)

Formative Assessment and Homework: Pupils assessed on their ability to apply formation & selection of appropriate actions. Mid feedback tracking sheet to be completed. Homework – Show my homework quiz, lesson 4.

Formative Assessment and Homework: Understanding of the relationship between dance and sport – importance of warm up, skills in both disciplines.

Sequence 2: Choreography & Performance (Expressive skills)

To choreograph a celebration section which shows expressive skills

Assessment – to demonstrate the ability to link sections demonstrating skills learnt and apply use of expressive skills.

To develop understanding of reviewing own and peers work through peer and self-assessment using video analysis and completing WWW & EBI.

Formative Assessment and Homework: Check pupil's ability to apply learnt skills in performance and their ability to identify these reviewing own and others work. Suggest ways to improve and complete tracker sheet.

Big Picture

- Aim – In this unit pupils are to focus on the basic principles of dance looking at the basic actions of dance and the introduction of formations and relationships. Pupils to acknowledge how expressive skills can enhance performance and this will be developed throughout KS3.
- Homework set in Lesson 4 to reinforce learning and using dual coding method.
- All pupils encouraged to join extra-curricular clubs (lunchtime facility use also)
- Pupils to be given opportunity to watch live performances and / or observe dance works via social media. With this, pupils are also encouraged to use the internet safely and with adult supervision/advisory. Teacher to guide pupils to appropriate examples and this can be

Developing Cultural Capital:

Out of lessons, at home and in the community, pupils will be encouraged to do

- Take part in school dance, either at social or higher level.
- Join clubs in the community – Youth Zone dance/Zoe Taylors, Sandersons.
- Develop own dances at home with friends and family socially.
- Where possible access live dance at King Georges Hall/Charter Theatre Preston or Darwen Library Theatre and Redbrick.

Reinforcement and Retrieval Practice

- Action sequences are always revisited and rehearsed as a starter/warm up or through a means of checking understanding.
- Pupils understanding checked through Q & A, mini plenaries and plenaries, using retrieval practice.
- AfL used continuously throughout the unit but specifically lesson 4 & 6.
- Homework set in Lesson 4 & this will allow for spaced learning to be applied.
- Summative assessment through practical performance testing all areas learnt over unit and then ability to Peer and self-assess using video playback.

Progression Model:

- Pupils will have further developed the basic principles of ASDR which is a key feature throughout dance and will be developed throughout the key stage.
- Transferable skills and specific dance terminology will be introduced to be used in retrieval practice and interleaving throughout the year.
- Transferable knowledge practically through warmups, choreographic process and cool downs.
- Pupils ability to use verbal articulation will be encouraged and also once again will allow for retrieval skills to be further developed. Use of literacy focus to reinforce this and use as concrete examples within lessons.