



Dance – Year 8 –Baseline/ Urban Dance

Sequence 1: - Graffiti art and motifs

Be able to discuss urban dance and Graffiti art (choreographic intention)

H.W Research a graffiti artist and print and explain what it represents

To create own graffiti tag (choreography)

To demonstrate the OLSJ teacher tag phrase applying style and energy (expressive skills & technical actions)

Formative Assessment and Homework: Pupils assessed on their ability to apply skills to actions. HW research artist such as Banksy and discover within own area.

Sequence 2: Parkour & Choreography

Learn key actions/characteristics of Parkour

Experiment with site sensitive dance (playground area etc)

Develop understanding of Health & Safety

Choreograph duet/trio parkour style piece.

Assessment – how to perform urban/Parkour successfully. (To develop understanding of reviewing own and peers work through peer and self-assessment using video analysis and completing WWW & EBI.)

Big Picture

- Aim – In this unit pupils are to focus on developing their understanding of URBAN life and how this can be incorporated in movement using free running and parkour. This also ties in with Caporeira and Brazilian culture
- Enhancement of physical skills these will be developed throughout KS3.
- Homework set in lesson 2 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 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:

Pupils will look at European examples of Graffiti and the Artist Banksy & the political statements he makes.

Street monkeys based in Preston out of school Parlour/Free running activity.

Ninja Warriors and the contestants free running background.

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 3 & 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 contact work which is a key feature throughout dance and will be developed throughout the key stage.
- Transferable skills and specific dance terminology developed 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 8 – Swansong (professional work)

Sequence 1 – Understanding professional works

To show understanding of the professional work Swansong

Choreograph opening stillness with understanding of transitional movement.

Formative Assessment and Homework: Pupils to create a fact sheet on C Bruce and Swansong.

Sequence 2 – Repertoire & Contact

Learn trio repertoire work from Swansong

To show understanding of space and how this can develop movement

To explore contact work to create own movement for conclusion of piece

Formative Assessment and Homework: Pupils assessed on their ability to apply spatial change into actions and understanding of relationships. Mid feedback tracking sheet to be completed.

Sequence 3: Choreography & Performance (Expressive skills)

To refine all sections and add in transitions

To perform assessment piece and peer/self/teacher assessment to take place.

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 developing their understanding of a Professional dance work “Swansong” this ties into the study of professional works at KS4.
- Enhancement of movement bank through repertoire work these will be developed throughout KS3.
- Homework set in lesson 1.
- All pupils encouraged to join extra-curricular clubs (lunchtime facility use also)
- Pupils to be given opportunity to watch 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:

Pupils explore the theme behind the work and the story of amnesty international and C Bruce and the political themes he uses as a stimulus.

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 3 & 6.
- Homework set in Lesson 1.
- 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 furthered developed use of contact and repertoire work which is a key feature throughout dance and will be continued to be developed throughout the key stage.
- Transferable skills and specific dance terminology developed 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 8 – Musical Theatre

Sequence 1:

To be able to learn about the styles of dance in musical theatre. Learn & Perform a short dance phrase identifying key characteristic of the work Hairspray. To recall basic actions of dance and to choreograph a duet phrase using these.

Formative Assessment and Homework: Pupils to create a fact sheet on the musical Hairspray and the issues the production was based upon.

Sequence 2: - Repertoire work

Be able to discuss the themes behind Hairspray and learn further repertoire.

H.W Research a different musical which carries a political message

To choreograph own unison section with a peer working on the use of relationships (choreography)

Develop understanding of performance skills and the ability to apply this to a particular theme/style (expressive skills.)

Formative Assessment and Homework: Pupils assessed on their ability to apply relationships & performance skills. Mid feedback tracking sheet to be completed. Homework – Show my homework quiz, lesson 4.

Sequence 3: Choreography & Performance (Expressive skills)

Develop transition actions to link actions and to add in dynamic contrast to give variation.

Rehearse refine and adapt ready for assessment

Assessment – how to perform musical theatre successfully. (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 developing their understanding of musical theatre and how these impacts on our lifestyles.
- Enhancement of performance skills and the ability to demonstrate character.
- Homework set 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 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:

Pupils will look at an array of musicals and the message behind them for example Billy Elliott and the miners strikes, There's something about Jamie – trans gender.

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 3 & 6.
- Homework set to 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 contact work which is a key feature throughout dance and will be developed throughout the key stage.
- Transferable skills and specific dance terminology developed 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.