



Dance (1) – Year 9 – Choreography (STIMULUS)

Sequence 1: Stimuli/theme/motif

Contemporary technique and warm up phrases

Introduction to theme & motif

Develop motif that can be developed and repeated throughout the dance

Formative Assessment and Homework: Select an area within school where site sensitive/screen would work.

Sequence 2: Choreographic process

To create opening section of the dance with teacher and pupil input

To develop knowledge of choreography and dance for the camera/screen

To continue duet choreography by learning another dancer phrase

Formative Assessment and Homework: Pupils assessed on their ability to develop their technical and physical skills.

Mid feedback tracking sheet to be completed. Homework observe a piece and write a brief description of a site sensitive short dance via YOUTUBE

Sequence 3: Choreography & Performance (Expressive & choreographic skills)

To rehearse and refine piece for assessment using the ladder to make improvements.

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

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

Summative 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 basic technique and developing their dance language. They will take part in baseline assessment and pupils' areas of development will be identified in terms of physical skills.
- Theory will be taught holistically through practical lessons in the studio due to the 2 lessons per week timetable.
- Homework set in lesson where otherwise appropriate.
- All pupils encouraged to join dance academy (lunchtime facility use also)
- Pupils to be given opportunity to watch observe live dance works via Google classroom & YOUTUBE. With this, pupils are also encouraged to use the internet safely and with adult supervision/advisory.

Developing Cultural Capital:

- Pupils to explore dance for the camera & site sensitive venues.
- Wider world and responses to global issues
- Personal responsibility & recycling

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 6 & 7.
- Homework set as needed.
- 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 continuing to learn principles of choreography which is a key feature throughout dance and will be developed throughout the course.
- 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.
- Weekly glossary word testing using the AQA glossary.



Dance (2) – Year 9 – Performance & choreography (RSL Brief)

Sequence 1: Performing & Creating dances

Learn about the different types of stimuli and how we create a piece using a brief

Planning a dance and process

Understanding how to create and develop motifs

Formative Assessment and Homework: Pupils to select a stimuli from given list and create a mood sheet or similar for research.

Sequence 2: - Me as a performer & choreographer

To learn about the different approaches to organising and creating movement/dances.

Understand how to structure a dance using choreographic devices. (ending)

To learn and apply different types of dance relationships

To explore use of aural setting and how this can assist with structure highlights and contrast in choreography.

Develop choreography referring to assessment criteria. (peer feedback)

Formative Assessment and Homework: feedback from peers and teacher on work produced so far

Sequence 3: Choreography & Performance (Expressive & choreographic skills)

Rehearse and refine choreography for assessment purposes.

To rehearse and refine piece for assessment using the ladder to make improvements.

Assessment –to perform choreography demonstrating skills learnt and apply use of expressive & choreographic skills.

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

Summative Assessment and Homework: Rehearsal in own time as homework (use of studio at break/ lunch/after school.)

Big Picture

- Aim – In this unit pupils are to focus on developing their performance choreographic understanding and developing their dance language.
- Theory will be taught holistically through practical lessons in the studio due to the 2 lessons per week timetable.
- Homework set in lesson or where otherwise appropriate.
- All pupils encouraged to join dance clubs (lunchtime facility use also)
- Pupils to be given opportunity to watch observe live dance works via Google classroom. With this, pupils are also encouraged to use the internet safely and with adult supervision/advisory.

Developing Cultural Capital:

- Pupils understand the wider physical benefits of dance and leading a healthy lifestyle.
- Career opportunities relating to dance besides being a performer and/or Choreographer.

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 6 & 12.
- Homework set as needed.
- 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 principles of choreography which is a key feature throughout dance and will be developed throughout the key stage 4.
- 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 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.
- Tier 3 terminology – word of the week