

Our intent - Dance

The dance curriculum at NS has been carefully considered in terms of substantive knowledge and disciplinary skills. This curriculum will be further enriched by the Performing Arts specialism and the extracurricular opportunities this will afford for all students. There are multiple opportunities for students to engage in the three core domains of drama – scripted performances, devised/improvised performances, and the theoretical/written components. These three domains align with the National Curriculum for English and the expectation that students can ‘adopt, create and sustain a range of roles’ with ‘opportunities to improvise, devise and script drama’.

Curriculum Implementation and Impact - Dance

The curriculum provides students with the foundational skills to succeed and excel in dance in Year 7, before adopting a spiral curriculum model that builds on disciplinary skills, practitioners, and performance styles throughout KS3.

Introduction to Dance


- Performance - Learning set dances to develop physical skills, technical skills, expressive skills and mental skills and attributes.
- Dance appreciation.
- The importance of warming up the body and safe dance practice.
- Watching professional dance and learning to describe and explain features of production in relation to dance intention.

Capoeira

- Performance - Learning Capoeira steps to develop physical skills, technical skills, expressive skills and mental skills and attributes.
- Choreography - Working with a partner to link steps together using evasive movements.
- Appreciation.
- Learning about physical skills in dance.
- Researching and presenting knowledge of the history of Capoeira.


Sports

- Choreography - Learning how to explore a stimulus (different sports such as basketball and rugby). Creating dance sequences using actions, space, and dynamics. Learning to structure dances using devices such as unison, canon, formations, and transitions.
- Performance - Sharing creative ideas throughout the process.

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| Northampton School | | <u>Year 7 Dance KS3 Scheme of Work</u> | | |  | |
| T1/4 | Week 1 | Week 2 to 5 | | | Week 6 | Week 7 |
| | CAPOEIRA- Dance in social, cultural and historical context | | | | Formative assessment and DIRT tasks | Personal Development Week |
| | Introduction to dance-the rules, warm up and Capoeira | Safe Dance Practice- Warm-ups • Stages of a warm up, how we warm up and why we warm up | Dance appreciation-Capoeira The history, the steps, linking steps to create sequences for The Roda | Performance Skills Physical skills, mental skills | | |
| Key Vocabulary: Noted in medium term plans, lesson PPT's and on unit content sheet | | | | | | |

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| T2/5 | Learning a set dance/preparation for Year 7 examinations | | | | Week 6 | Week 7 |
| | Weeks 1-4 | | Week 5 | | Term 2/5 Year 7 exam performance | Last week before Christmas can be used for starting the choreography unit or as a catch up lesson. |
| | Performance skills- learning a set dance with a focus on building on physical skills. Introducing expressive, technical and mental skills. | Dance appreciation- Watching dance and analysing how dance can communicate an intention through performance skills and production features | Rehearsal skills- preparing for an assessment. Using mental skills and attributes. Getting used to the camera | Teacher and peer feedback opportunity and link to rehearsal in lesson and for home learning. Reflection on own targets set in Term 1. | | |
| Key Vocabulary: Noted in medium term plans, lesson PPT's and on unit content sheet | | | | | | |

Fundamental skills are explicitly taught to students during Year 7 and form an essential part of how students are assessed. These skills are developed upon and added to in Year 8.

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| | | <u>Year 8 Dance KS3 Scheme of Work</u> | | |  | |
| T1/4 | Week 1 to 5 | | | | Week 6 | Week 7 |
| | Physical skills | | Formative assessment | | DIRT TASK-evaluate physical skill development | Personal Development Week |
| | Focus on specific physical skills each lesson through technical dance phrases and contact work floorwork | Dance appreciation-analysing physical skills. Ability to identify physical skills. Knowledge of safe dance practice in performance | Flexibility and extension performance focus. Formative assessment | No risks tests on safe dance practice and physical skills | | |
| Key Vocabulary: On PPT's, medium term plans and unit content sheets | | | | | | |

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| T2/5 | Week 1 to 5 | | | | Week 6 | Week 7 |
| | Performance skills | | Examination preparation | | Performance of set dance duet | Last week before Christmas can be used for extension of previous work, and End of Term Activities. |
| | Learning a set dance for the Year 8 practical exam. Use of floorwork and dance relationships. Use of expressive skills to communicate a choreographic intent. Understanding technical, physical and mental skills | Dance appreciation - revision of physical skills, expressive skills, mental skills and attributes, safe dance practice | | | | |
| Key Vocabulary: | | | | | | |