

Key Stage 3 Curriculum Overview

## Year 7

<u>Autumn Term</u> Topic Title: Social dance		<u>Spring Term</u> Topic Title: Social Dance and Performance		<u>Summer Term</u> Topic Title: Social dance and dance appreciation	
Topics	Domains (core knowledge and skills)	Topics	Domains (core knowledge and skills)	Topics	Domains (core knowledge and skills)
1920s Charleston 1940s Lindy Hop 1950s Rock n roll	<ul style="list-style-type: none"> <li>• Knowledge and background of all dance styles</li> <li>• Explore all works practically</li> <li>• Experience movement content in different styles</li> <li>• Build up a small vocabulary of key dance words</li> </ul>	1960s 1960s Hairspray Musical Performance work	<ul style="list-style-type: none"> <li>• Knowledge of the new dance styles</li> <li>• Exploration of the work practically</li> <li>• Build up a small vocabulary of RADS (relationship, action, dynamics and space) in dance</li> <li>• Develop Performance skills e.g. facial expression, extension, spatial awareness</li> </ul>	1960s Fosse: Rich Man's Fog 1961 West side story Dance choreography skills	<ul style="list-style-type: none"> <li>• Knowledge of the new dance styles</li> <li>• Exploration of the work practically</li> <li>• Build up a small vocabulary of RADS (relationship, action, dynamics and space) in dance</li> <li>• Dance appreciation e.g exploring costume and set</li> <li>• Creating dance work</li> </ul>

## Year 8

<u>Autumn Term</u> Topic Title: Social dance		<u>Spring Term</u> Topic Title: Social Dance and Performance		<u>Summer Term</u> Topic Title: Social dance and dance appreciation	
Topics	Domains (core knowledge and skills)	Topics	Domains (core knowledge and skills)	Topics	Domains (core knowledge and skills)
1970s Disco era and Musical Grease 1980s Early street dance	<ul style="list-style-type: none"> <li>• Knowledge and background of all dance styles</li> <li>• Explore all works practically</li> <li>• Experience and create movement content in different styles</li> <li>• Develop a vocabulary of key dance words</li> </ul>	1983 Thriller Performance work	<ul style="list-style-type: none"> <li>• Knowledge of the new dance style and Michael Jacksons innovative dance work</li> <li>• Exploration and create work practically looking at characterisation</li> <li>• Build on their vocabulary of RADS (relationship, action, dynamics and space) in dance</li> <li>• Develop Performance skills e.g. facial expression, extension, spatial awareness, formation and characterisation</li> </ul>	1980s Voguing 1980s Matilda Musical	<ul style="list-style-type: none"> <li>• Knowledge and research of the new dance styles</li> <li>• Exploration of the work practically and choreographing a dance phrase in a similar style</li> <li>• Build up a vocabulary of RADS (relationship, action, dynamics and space) and their importance of dance</li> <li>• Dance appreciation e.g. exploring costume and set, looking at how the three performance disciplines help make the work interesting and unique</li> </ul>

## Year 9

<u>Autumn Term</u> Topic Title: Social dance		<u>Spring Term</u> Topic Title: Social Dance and Performance		<u>Summer Term</u> Topic Title: Social dance and dance appreciation	
Topics	Domains (core knowledge and skills)	Topics	Domains (core knowledge and skills)	Topics	Domains (core knowledge and skills)

<p>1987 Contemporary dance Swan Song. Christopher Bruce</p> <p>2000s Commercial dance Step up 1 ( dance for film)</p>	<ul style="list-style-type: none"> <li>• Knowledge of the stimulus for the work and why the contemporary dance was created by Bruce</li> <li>• Explore this work practically looking at the two opposing characterisations shown, and dynamics used to express this</li> <li>• Experience and create movement content in different styles using commercial dance</li> <li>• Develop a vocabulary of RADS (relationship, action, dynamics and space) in dance</li> <li>•</li> </ul>	<p>Tutting and Arm gestures</p> <p>Performance work</p>	<ul style="list-style-type: none"> <li>• Knowledge of the new dance style and how effective this is in performance</li> <li>• Exploration and create work practically looking at unison and the importance of precision and timing within group work</li> <li>• Build on their vocabulary of RADS (relationship, action, dynamics and space) in dance</li> <li>• Develop Performance skills e.g., facial expression, extension, spatial awareness, formation, levels, projection, precision and characterisation</li> </ul>	<p>Some Like it Hip Hop. Katie Prince/ Zoo Nation (2011)</p> <p>5 Soldiers by Rosie Kay (2015)</p>	<ul style="list-style-type: none"> <li>• Knowledge and research of the new choreographers and work</li> <li>• Exploration of the work practically and choreographing a dance phrase in a similar style</li> <li>• Build up a comprehensive vocabulary of RADS (relationship, action, dynamics and space) and their importance of dance</li> <li>• Dance appreciation e.g., exploring how movement content, costume, set and lighting helps to make the live work interesting and unique.</li> </ul>
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Year 10					
Autumn Term		Spring Term		Summer Term	
TOPIC TITLE: Unit 2 Performing: EQUAS Performing Arts Syllabus		TOPIC TITLE: Unit 2 Performance> EQUAS Performing Arts Syllabus		TOPIC TITLE: Unit 1 Performing: EQUAS Performing Arts Syllabus	
<b>Topics</b>	<p>Creating an original piece of dance work, Developing dance skills Research through practical and theory two professional works</p>	<b>Topics</b>	<p>Creating an original piece of dance work, Developing dance skills Research through practical and theory two professional works</p>	<b>Topics</b> Dance performance in the style of Musical Theatre	<b>Domains (Core knowledge and skills)</b>
<p><b>Motif</b></p> <p><b>Developing Dance skills</b></p> <p><b>Motif development</b></p> <p><b>Research</b></p>	<p>Students to learn motif from professional works to gain insight into stylistic qualities etc.</p> <p>Introducing Core Exercises and technique work for dance development:</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Flexibility</li> <li>• Coordination</li> <li>• Movement memory</li> <li>• Floor work without injury</li> </ul> <p><b>Students start to develop a motif within small groups to start the creative process</b></p> <p><b>Research into two dance practitioners independently</b> Students to discuss and explore themes and ideas to match the stimulus set by exam board for the dance piece</p>	<p><b>Create 1.1.2</b></p> <p><b>Performance</b></p> <p><b>Log book</b></p>	<p>In small groups students to create a piece of original work to include a clear motif and motif development using a set stimulus from exam board and using research and knowledge gained last term This should include consideration into the following:</p> <ul style="list-style-type: none"> <li>• knowledge and use of choreographic processes</li> <li>• interpretation/use of music</li> <li>• vocabulary of movement</li> <li>• control of body and spatial awareness</li> <li>• rhythm and timing <ul style="list-style-type: none"> <li>• interaction with other dancers</li> </ul> </li> </ul> <p>Students to perform their completed dance creations considering types of venue, staging, target audience etc as detailed in brief. All work to be recorded</p> <p>Students to complete a detailed log book about the process used to create the work This should be a reflective journal that records the practical rehearsal process required to ensure they are fully prepared for the performance</p>	<p><b>Research</b></p> <p><b>Explore Musical Theatre</b></p> <p><b>Course work</b></p>	<p>Research into two different Musicals and looking at characterisation and what is required as a performer in this style of work. This should also include what the work intention was, target audience, costumes, set and lighting</p> <p>Students to learn a teacher led routine from the chosen Musical using the following skills: Accuracy, coordination, communication, control, dealing with mistakes, coping under pressure, interpretation, development of character, clarity of the chosen genre, use of movement and voice.</p> <p>Students to complete a detailed log book about the process used to create the work This should be a reflective journal that records the practical rehearsal process required to ensure they are fully prepared for the performance</p>

		<b>Evaluation and reflection</b>	<ul style="list-style-type: none"> <li>respond to feedback from professionals (e.g., the teacher)</li> <li>respond to feedback from peers</li> <li>respond to audience feedback</li> <li>evaluate the success of the original piece(s) in terms of the brief created in 2.1</li> <li>review their own skills and how these have been used and exemplified</li> </ul>	<b>Evaluation and reflection</b>	Evaluate the success of the performance including what you have learnt and how it will inform your future performances including feedback from others.
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<b>Year 11</b>					
<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>TOPIC TITLE: Unit 2 Create: EQUAS Performing Arts Syllabus</b>		<b>Topic title: unit 2 Create: EQUAS Performing Arts Syllabus Unit 3: Performing Arts in practice</b>		<b>Unit 3: Unit 3: Performing Arts in practice</b>	
<b>Topics</b>	<b>Creating an original piece of dance work, Research through practical and theory two professional works</b>	<b>Topics</b>	<b>Dance performance and reflection Dance Pitch</b>	<b>Topics</b>	<b>Dance Pitch</b>
<b>Motif</b>	Students to learn motif from professional works to gain insight into stylistic qualities etc.	<b>Performance</b>	Students to perform their completed dance creations considering types of venue, staging, target audience etc as detailed in brief. All work to be recorded	<b>Promoting</b>	Learners should know and understand: <ul style="list-style-type: none"> <li>how events are advertised and marketed</li> <li>the use of social media</li> <li>a range of advertising tools (e.g., advertisements, billboards, flyers, posters and multi-media platforms)</li> <li>a range of promotional activities (e.g., teaser campaigns, tv and radio interviews, flash mob events).</li> </ul>
<b>Developing Dance skills</b>	Introducing Core Exercises and technique work for dance development: <ul style="list-style-type: none"> <li>Balance</li> <li>Flexibility</li> <li>Coordination</li> <li>Movement memory</li> <li>Floor work without injury</li> </ul>	<b>Evaluation and reflection</b>	<ul style="list-style-type: none"> <li>respond to feedback from professionals (e.g., the teacher)</li> <li>respond to feedback from peers</li> <li>respond to audience feedback</li> <li>evaluate the success of the original piece(s) in terms of the brief created in 2.1</li> <li>review their own skills and how these have been used and exemplified</li> </ul>	<b>pitching</b>	Learners should know and understand the importance of: <ul style="list-style-type: none"> <li>presentation skills</li> <li>clarity</li> <li>communication</li> <li>use of practical examples of performance/production disciplines (e.g., extracts of performance, production designs)</li> <li>use of tone.</li> </ul>
<b>Motif development</b>	<b>Students start to develop a motif within small groups to start the creative process</b>	<b>Refining original work</b>	Respond to the feedback and self-evaluation findings by explaining how work can be developed and justifying why particular feedback would not be acted on.		
<b>Research</b>	<b>Research into two dance practitioners independently</b> Students to discuss and explore themes and ideas to match the stimulus set by exam board for the dance piece	<b>Unit 3 External Unit</b>	Creatives are given the opportunity to plan and create various pieces of work by responding to industry commissions. They will work to a brief commissioned by an arts organisation to plan a performance. In order for artists to be successful in securing paid commissions, they will need to have a good understanding of the business and management sector of the performing arts industry.	<b>Evaluating and reflecting</b>	Learners should be able to: <ul style="list-style-type: none"> <li>respond to feedback from a commissioning panel</li> <li>evaluate the planning of the event</li> <li>evaluate the promoting of the event</li> <li>evaluate the pitching of the event</li> <li>review their own skills and how these have been used and exemplified.</li> </ul>
<b>Create</b>	In small groups students to create a piece of original work to include a clear motif and motif development using a set stimulus from exam board and using research and knowledge gained last term This should include consideration into the following: <ul style="list-style-type: none"> <li>knowledge and use of choreographic processes</li> <li>interpretation/use of music</li> <li>vocabulary of movement</li> <li>control of body and spatial awareness</li> <li>rhythm and timing</li> </ul>	<b>Respond to industry commission</b>			Learners should be able to:

	<ul style="list-style-type: none"> <li>interaction with other dancers</li> </ul>	<p><b>Planning performance work</b></p>	<p>Learners should know and understand the need to consider:</p> <ul style="list-style-type: none"> <li>social, cultural, political and historical contexts</li> <li>mood and style/genre</li> <li>performance space/venue</li> <li>themes and ideas</li> <li>purpose</li> <li>target audience</li> <li>the work of practitioners who have created performance work</li> <li>different types of organisations that create performance work.</li> </ul>		<ul style="list-style-type: none"> <li>identify strengths and areas for future personal development</li> <li>identify actions and targets for future creative proposals.</li> </ul>
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 **Spiritual, Moral, Social Cultural (SMSC) seeds:**

Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback.

Throughout dance students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each another as a team. They respect each other's work and can give constructive feedback

**British Values Links:**

Develop self-esteem, knowledge and self-confidence

Have an understanding how social dance has developed

Encourages Students to take responsibility for their behaviour, show initiatives and to understand how they can positively contribute to the work.

Enable Students to distinguish between right and wrong

Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.

**Reading, Speaking and Writing foci:**

**KS3: reading from PowerPoints and resources, written assessments, answering knowledge and retrieval questions. Class discussions and leading activities**

**KS4** Writing: applying knowledge learnt to complete appropriate course work. Creating word documents

Reading: research of professional works. Class reading and reading of resources

Speaking: class discussions and leading activities

**Numeracy foci:**

Opportunities to count in beat and bars

Asking mathematical questions

- How many ways can you find to ..... ?
- What happens when we ..... ?
- How many different ..... can be found?
- What is the same/different?
- Is there a pattern?

**Inter-disciplinary links:**

Links with ideas for creative activities such as art, writing, music, drama