

DANCE

YEAR 7

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	Matilda	Rules Safe Practice Improvisation Dance actions Basic dance relationships (Unison Canon) Transitions Still images – levels, directions, gestures Start and end positions Facial expressions to show characters	Group work Communication Peer assessment Self assessment Confidence	How to begin to create a dance in groups How to use a dance to tell a story	PE (Gymnastics) Drama (Facial expression, still images and character)
Half Term 2	Manchester	Gestures Pedestrian movement Motifs Relationships: Action and Reaction Dynamics Ending positions Transitions Important historical buildings in Manchester History of cotton mills in Manchester Significance of the bee symbol	Group work Communication Linking actions together	Creativity and using a local city as a stimulus	Geography (local) History (cotton mills in Manchester. Styal Mill. Bee symbol and its significance)
Half Term 3 and 4	Swan Lake by Matthew Bourne	Analysis of a professional dance and the history of Swan Lake Characterisation Learning repertoire Creating work in the style of a choreographer Structure	Analysis and evaluation Spatial awareness Group work Expression	How to structure a dance using inspiration from different topics, and how to express emotion through movement	
Half Term 5	Lindy Hop	Historical context of African-Americans in New York Analysing professional versions of the Lindy Hop Performing key actions and developing	Analysis and evaluation Spatial awareness Group work Expression	Use creativity to develop taught phrases into own duets, in the style of a dance genre	Citizenship / History (African-Americans in New York)
Half Term 6	Guernica	Analysis of art. Guernica by Picasso. History of the bombings of Guernica. Key positions - interpretation of art work Expressive skills: Facial expressions Extensions Travelling Solos	Using art as a stimulus Appreciation Expression Team work Spatial awareness Communication	Creative Responses to a piece of art and historical event.	Art / History (Guernica by Picasso. History of the bombings of Guernica)

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Half Term 1	Revelations by Alvin Ailey	Analysing professional work Understanding Alvin Ailey's influences growing up as a black African-American in Texas Learning and performing repertoire Conveying meaning and mood Using a prop	Analysis Evaluation Interpretation Working in a style Communication	Understanding the significance of the professional dance.	History (America in 1960s)
Half Term 2	Contact Work	Understanding safe dance practice in contact work Learn how to counterbalance, share weight, and take weight Learn simple lifts Explore contact work	Teamwork Communication Confidence	How to dance in contact with others	PE (gymnastics)
Half Term 3 & 4	Indian Dance (Bollywood / Dandiya / Bharatanatyam / Kathakl)	Bollywood films Indian Dance styles (Bollywood, Bharatanatyam, Kathak) Teacher taught Bollywood phrase, Bharatanatyam actions and Kathak actions) Dandiya sticks (Hindu Navratri festival) Students leading fusion dances (Bollywood / classical Indian dance)	Leadership Analysis Evaluation Self-assessment	Appreciating dance from another culture and creating in a different dance style	RS (Hindu Navratri festival) Citizenship (Bollywood / Indian influences)
Half Term 5 & 6	Interform	Whole class dance Student led choreography Student choice of music / dance style / stimulus Structuring Site sensitive dance Filming and editing	Communication Leadership Organisation Time management Group work Competition Independence	Working together as a whole form to create and edit a dance for film	Computing (filming and editing) PE (element of competition)

DANCE

YEAR 9

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	Black Lives Matter	Discuss the Black Lives Matter movement Understand the significance of Ashley Banjo's BLM choreography with Diversity Explore BLM imagery Learn repertoire from Diversity's choreography Express how we feel about racism through dance Still images Contrasting dynamics	Analysis Evaluation Interpretation Communication Expression Group work	Using dance to express anti-racism	Citizenship
Half Term 2	DESH by Akram Khan	Analysing a professional dance Exploring our own cultural heritage Creating motifs to represent our cultural heritage Explore feeling at home, and the opposite Motif and development to show contrasting mood	Analysis Evaluation Interpretation Working in a style Communication Confidence	Appreciating dance from another culture and creating in the style of a professional dance	Geography / Citizenship (Bangladeshi culture, our own cultural heritage)
Half Term 3 & 4	ZooNation's Mad Hatter's Tea Party by Kate Prince	Analyse the professional dance Mad Hatter's Tea Party Explore the mental health issues addressed by each character (including PTSD, OCD, Depression, Anxiety, Body Dysmorphia and Anorexia) Learn and develop motifs in the style of HipHop, Charleston, Tutting and Tango. Motif and development	Analysis Evaluation Interpretation Communication Confidence Characterisation Group work	Using dance to explore mental health issues	Citizenship (mental health)
Half Term 5	Romeo and Juliet	Analysing the text of Romeo and Juliet (using the Baz Luhrmann film to demonstrate) Scenes analysed and recreated through dance: Montague Vs Capulet battle, Mercutio's death, Romeo and Juliet meeting and their death. Narrative structure Tableaux Levels, direction, contact work, transitions Motif development Dynamics Gesture Repetition, fragmentation Pas De Deux	Analysis Evaluation Interpretation Communication Confidence Characterisation Group work	Telling a story through movement	English / Drama (Romeo and Juliet: analysing the story, text and characters retelling the narrative 1. prologue, 2. Capulet v Montague battle, 3. Mercutio's death, 4. Romeo and Juliet end) Drama (Tableaux / Narrative / Physical Theatre)
Half Term 6	Interclass Dance Competition	Working in groups to create dances for an Interclass Dance Competition Using all choreography and performance knowledge from KS3	Independent work Group work Confidence Expression Creativity	Devising and creating everything for their own dances	PE (competition)