

Year 7 ~ Curriculum Map for Dance

What are the intended aims for this year's curriculum?											
<ul style="list-style-type: none"> For students to gain knowledge and understanding of the new Dance Curriculum To gain confidence in team working and communicative skills through physical practice To explore, create, develop and appreciate a variety of stimuli for Dance 											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s): Sporting Actions		Topic(s): Chance Choreography		Topic(s): Beach Unit		Topic(s): Poetry Stimulus		Topic(s): Banksy		Topic(s): Genre	
Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of EoY	
'Big idea(s)' / fundamental concepts	Linking PE/Sport and dance together, introducing students to dance education and the dance curriculum.	Using chance methods to create and structure choreography.	To create a performance/assessment piece that demonstrates key links between Dance and Sport	Introducing students to the principles of improvising and exploring material to be creative and innovative with their work.	To create a performance/assessment piece that uses the beach as a thematic stimulus	How to create and structure work/material from a visual stimulus (poem).	To create a performance/assessment piece that uses a poem as a visual stimulus	Using art and identity as a stimulus for dance (visual and thematic stimuli).	To create a performance/assessment piece that explores the key features of Banksy's graffiti work as a stimulus	Adapting and exploring varied performance skills across three contrasting genres of dance.	To create three performance pieces that demonstrate contrasting performance qualities, applicable to each genre of dance. To show appreciation of how to improvise, explore, create, craft and rehearse dance material
Knowledge to be learnt	The importance of a warm up and warm down. The four stages of a warm up. Safe Dance Practice. The Healthy Performer.	Chance Methods and Choreography. How to devise creative work through chance methods. How to structure work created together.		How to improvise and explore material in order to refine and develop creative work. How to transition sections together. How to develop gestural work to avoid mime-like actions.		How to create material from a visual stimulus (poem). The different types of choreographic structures. An introduction to the 4 Ingredients of Dance. How to develop a lot from a little! (Motif & Development).		Who is Banksy? Stylistic qualities of Banksy's work. How to create contrasts of dark humour. Linking Visual to Thematic Stimuli.		Dependent on the 3 genres selected to study; The era. Initial audience. Musical Influences. The type of performers present at the time.	
Key vocabulary	Pulse raiser Joint mobility Core strength/stability Flexibility	Chance Choreography Motif The 5 basic body actions (jump, turn, travel, gesture, stillness)		Improvisation Exploration Transitions Choreography Gestures Travel/locomotion		Stimulus/stimuli Visual stimulus Narrative Action, Space, Dynamics, Relationships Motif and Development		Contrast Character stereotypes Realism Vs surrealism Anti – Crime/gangs/war/political/greed/poverty/bullying/commercialism		Genre Style Performance skills Range Adaptability Action, Space, Dynamics, Relationships	
The role of reading and comprehension	Researching what links dance and sport.	Researching who Merce Cunningham is and the different types of chance methods choreographers use today to influence and structure their work.		Simply looking up the dictionary definitions for certain dance terminology; e.g. improvisation, exploration.		Selection of poetry used for this particular unit can vary for groups. Reading and selecting key words for inspiration for movement material.		Researching who Banksy is and the key features of his work. Becoming more familiar with his other works (other than those explored in lessons).		Further reading and research of the historical context/occurrences of each particular era, and how these happenings influenced each genre of music and dance.	
The role of independent extended writing											
The role of maths/numeracy											
Links to careers/aspirations	Teaching, anything within the realms of physical education (physiotherapy, movement therapy, injury rehabilitation, health & fitness/personal training, nutritionist), photography.	Choreographer, analyst of dance and movement, dance notation, dance historian.		Artist, travel & tourism, lifeguard, oceanography, biological oceanographer.		Poet, copywriter, publisher, children's literacy, English teacher.		Environment artist, creator, innovator, social work, art gallery curator, art therapy, police.		Musician, director of a company, professional dancer, professional choreographer, casting, production, advertisement, marketing, costume/clothes designer.	

Core skills <i>A skill is a performance built on what a person knows</i>	To be able to: Team work. Problem solving. Planning and preparation (of a warm up to teach to the rest of the group). Leadership skills and guidance. Appreciation and target setting. Selecting and highlighting key action words on (visual) homework to develop into movement material. Analysing (comparing and contrasting effectiveness).		To be able to: Knowledge and understanding of basic body actions and the ability to utilise all of them when creating material. To improvise. To go back and explore further/developing material. Persistence. Independence (creating solo motif).		To be able to: Stamina and pace of creating whole company pieces now. Confidence in contact work and lifting.		To be able to: How to select, explore and develop material from visual stimuli.		To be able to: Knowledge and understanding of who Banksy is and how to implement this understanding to create a performance piece. Design (of the space, costume and props used during performance).		To be able to: The versatility to perform all 3 genres with equal physical, technical and expressive ability. Commitment to the rehearsal process and movement memory. Musicality. Rhythm and timing.	
Dept. enrichment activities	In terms of enrichment activities for Year 7 Dance students, we offer opportunities such as theatre visits, professional workshops, performances in the showcase etc. We do this through our company rehearsals. The companies we have on offer for year 7 dancers is our junior dance company (Surge Dance Company) and our Boys Dance Company, and we meet every week for an hour after school (Surge) and an hour afterschool plus one lunch time rehearsal (BDC).		In terms of enrichment activities for Year 7 Dance students, we offer opportunities such as theatre visits, professional workshops, performances in the showcase etc. We do this through our company rehearsals. The companies we have on offer for year 7 dancers is our junior dance company (Surge Dance Company) and our Boys Dance Company, and we meet every week for an hour after school (Surge) and an hour afterschool plus one lunch time rehearsal (BDC).		In terms of enrichment activities for Year 7 Dance students, we offer opportunities such as theatre visits, professional workshops, performances in the showcase etc. We do this through our company rehearsals. The companies we have on offer for year 7 dancers is our junior dance company (Surge Dance Company) and our Boys Dance Company, and we meet every week for an hour after school (Surge) and an hour afterschool plus one lunch time rehearsal (BDC).		In terms of enrichment activities for Year 7 Dance students, we offer opportunities such as theatre visits, professional workshops, performances in the showcase etc. We do this through our company rehearsals. The companies we have on offer for year 7 dancers is our junior dance company (Surge Dance Company) and our Boys Dance Company, and we meet every week for an hour after school (Surge) and an hour afterschool plus one lunch time rehearsal (BDC).		In terms of enrichment activities for Year 7 Dance students, we offer opportunities such as theatre visits, professional workshops, performances in the showcase etc. We do this through our company rehearsals. The companies we have on offer for year 7 dancers is our junior dance company (Surge Dance Company) and our Boys Dance Company, and we meet every week for an hour after school (Surge) and an hour afterschool plus one lunch time rehearsal (BDC).		In terms of enrichment activities for Year 7 Dance students, we offer opportunities such as theatre visits, professional workshops, performances in the showcase etc. We do this through our company rehearsals. The companies we have on offer for year 7 dancers is our junior dance company (Surge Dance Company) and our Boys Dance Company, and we meet every week for an hour after school (Surge) and an hour afterschool plus one lunch time rehearsal (BDC).	
Home learning opportunities	For visual stimulus homework they could present their sporting action images through; Newspaper articles, photographing themselves perhaps creating their own sporting action images? (Something other than googling images!) Designing and creating their own warm ups to share with the rest of the group in lesson times		Using chance methods to do housework and chores! Rolling a dice etc. to determine a sequence of events, leaving 'things' to chance. Order of getting themselves ready in the morning? Jobs around the house? Going about everyday life really (within reason of course!).		Going to the beach, observing the activities and gathering inspiration for movement possibilities in lesson time.		Research other poems that would inspire movement ideas and bringing these ideas/stimuli to lessons.		Observing/seeking graffiti they see around them as they go about their daily lives. Considering the similarities and differences, comparing and contrasting this artwork with that of Banksy's.		Speaking to parents/carers/grandparents/family regarding the three genres; what did people wear? What music did they listen to? How did they dance? Why did they dance? How would they analyse this particular genre/style of dance? And then comparing their findings to the other two genres to find similarities and differences.	