

# Year 8 ~ Curriculum Map for Dance

What are the intended aims for this year's curriculum?

- To perform with confidence, demonstrating a professional approach
- For students to gain knowledge and understanding on how to exploring creative concepts
- To analyse and evaluate dance with a perceptive and reflective manner

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic(s): Dance for Fitness	Topic(s): Gangs	Topic(s): Stimulus (1/2)	Topic(s): Parkour	Topic(s): Stimulus (2/2)	Topic(s): African/Tribal
	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of EoY exam
'Big idea(s)' / fundamental concepts	(Development of unit 1 from year 7-sporting actions unit) Learning how to train and develop the physical and technical skills of a dancer.	Using formations, levels (space) and body language (action) to portray character and relationships.	A brief introduction to the various stimuli available in dance. Selecting one to explore this term.	Using contact work and each other as obstacles to explore shifting under, over, around and through.	A recap of the various stimuli available in dance, developing knowledge further. Selecting a second, differing stimulus to explore this term.	An introduction to the main four key features of African dance. Focusing on the cultural influences of these key features and trying to reflect them in our work.
Knowledge to be learnt	How to spot and highlight strengths and weaknesses in various physical and technical skills. How to design various warm ups and exercises in order to train and develop these skills.	How to determine and influence audiences of your character and role through how and where you stand, and the actions you are performing. Discussing why we think people join gangs and what a gang actually is.	How dancers develop their ideas from stimulus to performance (the choreographic process). How to explore a stimulus.	What parkour actually is. Where does it come from? What's the difference between parkour and free running? The key features of parkour. Trust and confidence in contact work.	How dancers develop their ideas from stimulus to performance (the choreographic process). How to explore a stimulus. The five basic body actions.	The origins and key features of tribal dance. How to use and develop these key features into dance material and choreography.
Key vocabulary	Physical Technical Stamina Posture Alignment Agility Core strength Joint mobility Control Precision	Formation Question & Answer Unison Canon Freeze frame	Stimulus Choreographic process Brainstorm Explore Motif & development Structure	Obstacle Momentum Under, over, around and through Agility Trust Control Spatial awareness	Stimulus Choreographic process Brainstorm Explore Motif & development Structure Kinaesthetic Jump, turn, travel, gesture, stillness	Celebratory Rhythm & Timing Low-high levels Cultural Formation
The role of reading and comprehension	Researching the various styles of training the dancers body and which type of training is more beneficial for a given skill/sport.	Researching why people join gangs and the stereotypes involved with this stimulus.	Researching factual information on a 'Feature of the natural world' in order to brainstorm around chosen/given stimulus.	Research skills – what is parkour? What is free running? Where does parkour originate from? How has it become what we know it to be today?	Researching and reading Laban's Analysis of movement.	Researching African culture and African dance. Dance history and the influences it has on other genres of dance.
The role of independent extended writing						
The role of maths/ numeracy						
Links to careers/aspirations	Personal trainer, dancer, movement therapist, physiotherapy, sports masseuse, nutritionist.	Policing, social work, youth groups, education.	Artist, choreographer, director, performer.	Freelance artist, parkour/free runner, filming/photography/media blogger.	Artist, choreographer, director, performer.	Travel and tourism, historian, lecturer of dance history, dance innovator/fusing genres together.
	To gain confidence in highlighting own strengths and weaknesses and designing own fitness programme.		To create a performance/assessment piece that demonstrates character and a variety of spatial patterns and formations.		To create a performance/assessment piece that uses ' A Feature of the Natural World' as a stimulus.	
			To create a performance/assessment piece that demonstrates learning of how to share and give weight safely, using each other as obstacles in space.		To create a performance/assessment piece that uses a kinaesthetic stimulus.	
					To create a performance/assessment piece that demonstrates the key features of African dance.	

Core skills	To be able to:  Design fitness circuits that focus on a particular physical skill/target to improve upon. Highlight strengths and weaknesses in own physical and technical skills. Physically improve and monitor these skills throughout the term.	To be able to:  Create material using team work and remaining compliant. To select, explore and analyse the effectiveness of various spatial aspects of dance (focussing mainly on formation and levels).	To be able to:  Explore a stimulus using improvisation and explorative skills. Structure and co-direct a company piece together with peers and teacher. Develop material during the choreographic process. Rehearse and refine material. Analyse effectiveness of creative work.	To be able to:  Communicate with other dancers to gain trust and confidence in contact work. The determination to improvise and explore and keep going when trust exercises 'go wrong'. Focus to remain healthy and safe during this unit of work. To use control and strength when learning how to land safely, particularly when moving at speed. Agility and spatial awareness.	To be able to:  Develop the basic body actions to suit a kinaesthetic stimulus for dance. Explore a stimulus using improvisation and explorative skills. Structure and co-direct a company piece together with peers and teacher. Develop material during the choreographic process. Rehearse and refine material. Analyse effectiveness of creative work.	To be able to:  Develop and utilise musicality, rhythm and timing. Develop strength when performing actions with a low centre of gravity. To be able to hold various formations when performing movement material (proxemics and spatial awareness).
Dept. enrichment activities	In terms of enrichment activities for Year 8 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 8 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 8 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 8 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 8 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 8 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 8 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 8 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 8 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 8 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 8 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 8 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	Research a variety of professionals within the fitness industry (through YouTube/social media etc.) and taking inspiration from their fitness programmes in order to improve own skillset.	Watching a documentary on gangs and the lifestyle choices that influence those around us.	Feature of the natural world stimulus; Observing the weather, selecting images of the natural world to base our material on (thunder and lightning? Tornadoes?)	Researching parkour and free running artists (lots are available on YouTube and other social media sites).	Researching and exploring the basic body actions (learning the basic body actions ready to utilise and develop in lesson time). Finding/selecting their own kinaesthetic stimulus ideas.	Researching/viewing various examples of African dance. Selecting/designing assessment costume on the colours of the African flag.