

## Key Stage 3: Dance Curriculum Plan 2021/22

Dance	Subject	Rotation 1	Rotation 2	Rotation 3
	Year 7	<p><b>TOPIC 1: Technical baseline phrase</b> <u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know the sections of a safe warm up: Mobility, Aerobic, Stretch.</li> <li>To know action based terminology and examples of movement to include in composition: releve, plie, alignment, chasse, arabesque, seat roll, parallel.</li> <li>How to develop a motif</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Discipline in terms of strategies of learning choreography.</li> <li>Performance skills in terms of dancing for camera.</li> <li>Compositional skills: elevation, gesture, turn, travel stillness, formation, level, direction, canon, unison</li> </ul>	<p><b>TOPIC 2: Jazz</b> <u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Understand the origins of Jazz dance including the concept of prohibition.</li> <li>Know key steps and stylistic features in Jazz</li> <li>To develop knowledge in composition.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>An ability to identify effective performance and composition</li> <li>Peer and self assessment skills.</li> <li>Performing Jazz steps: Isolations, Thrusts, Crazy knees, Box step, Crazy legs, Rock step ,Kicks &amp; Flicks</li> <li>Applying developed compositional skills: Pathways, Contact, Contrast, Question &amp; Answer, Retrograde, Mirroring, Accumulation</li> </ul>	<p><b>TOPIC 3: The Haka</b> <u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Understand the origins and artistic intention of the Haka.</li> <li>To know the stylistic features of the Haka</li> <li>To develop knowledge in composition and performance.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>An ability to identify effective performance and composition</li> <li>Peer and self assessment skills.</li> <li>Performing dynamic qualities and physical skills: Vocal projection, strength, core control, isolation</li> <li>Applying developed compositional skills: Lead and Follow, Question &amp; Answer, Retrograde, Accumulation</li> </ul>
Year 8	<p><b>TOPIC 1: Baseline</b> <u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know action based terminology and examples of movement to include in composition: Ronde jambe, retire, first position, attitude.</li> <li>To know key skills required for contemporary dance.</li> </ul> <p><u>Skills:</u></p>	<p><b>TOPIC 2: Sports fusion</b> <u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Understand the concept of a stimulus to develop action, spatial and dynamic content.</li> <li>Know a range of key action content</li> <li>To develop knowledge in performance and composition.</li> </ul> <p><u>SKILLS:</u></p>	<p><b>TOPIC 3: Into the hoods</b> <u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Understand the stylistic features of zonation's repertoire</li> <li>To learn professional repertoire successfully</li> <li>To develop knowledge in performance choreography based on professional repertoire</li> </ul> <p><u>SKILLS:</u></p>	



# STANGROUND ACADEMY

		<ul style="list-style-type: none"> <li>Physical skills: Balance, Alignment, strength, isolation, coordination, stamina, posture, extension, control, flexibility, mobility.</li> <li>Compositional skills: elevation, gesture, turn, travel stillness, formation, level, direction, canon, unison</li> </ul>	<ul style="list-style-type: none"> <li>An ability to identify original performance and developed composition</li> <li>Peer and self assessment skills.</li> <li>Performing skills in styles such as tutting, hip-hop, b-boy and contemporary</li> <li>Applying complex combinations of compositional skills including: Pathways, Contact, Contrast, Question &amp; Answer, Retrograde, Mirroring, Accumulation</li> </ul>	<ul style="list-style-type: none"> <li>An ability to identify effective performance and composition</li> <li>Peer and self assessment skills.</li> <li>Performing expressive skills with a focus on timing, spatial awareness and energy and emphasis</li> <li>Applying appropriate compositional skills: Canon, unison, level, direction, formation, retrograde and accumulation</li> </ul>
	<p><b>Year 9</b></p>	<p><b>Topic 1: Rotations of styles</b>  <u>Knowledge:</u>            To understand different styles of dance: Bollywood, Afro-beats, street. To work on reproducing stylistic features whilst working with performance skills in line with the btec specification.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Physical skills: Balance, Alignment, strength, isolation, coordination, stamina, posture, extension, control, flexibility, mobility.</li> <li>Compositional skills: elevation, gesture, turn, travel stillness, formation, level, direction, canon, unison</li> </ul>		<p><b>Topic 2: Some Like it Hip Hop by Zoonation</b>  <u>Knowledge</u>            To learn professional repertoire whilst learning the role of a dancer, choreographer and costume designer in a professional environment.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Physical skills: Balance, Alignment, strength, isolation, coordination, stamina, posture, extension, control, flexibility, mobility.</li> <li>Performance skills: Projection, Musicality, Energy, Facial expressions, Focus, emphasis, Commitment, timing, Spatial awareness</li> <li>Compositional skills: elevation, gesture, turn, travel stillness, formation, level, direction, canon, unison</li> <li>The demands of professional roles in theatre.</li> </ul>