



Curriculum Plan *Dance*



Year 7	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom? Year 7 dance club and KS3 dance company		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 2	Introduction to Dance The 5 main actions and introduction of expectations within the studio space. Secret Agents/Mission Impossible The 5 main actions and creativity using a narrative stimulus and storyline.	Formative assessment through performances each lesson and summative assessment at the end of the term using peer and teacher feedback and self-evaluation. Last lesson for each class.	To understand the basic main actions and how we use them creatively with music.	To work and collaborate with peers, using communication to create sequences based on the main actions that follow a narrative of secret agents.	When doing assessments students have to work together and collaborate ideas by communicating; therefore, communication and teamwork needs to be instilled every lesson.	Expectations Actions Space Creativity Communication Safety Teamwork	
Term 3	Capoeira Re-cap expectations of the studio space and safety when moving. Using prior knowledge of actions and space to focus on a new topic.	Formative assessment through paired performances allowing them time to practice safely in the space.	To have a practical understanding of the mixed fusion of dance and martial arts, focusing on actions and space through the Brazilian culture of Capoeira.	Understanding the use of spatial awareness and safety when in pairs and using key movements linked to the topic such as 'Jinga' and 'round kick' fused.	Students need to understand that Capoeira is not a fight or just a martial art and that it is a cultural art form that is fused.	Safety Jinga Round Kicks Martial Arts Cultural Spatial awareness	Building upon the 5 main actions and ability to perform and create with peers
Term 4	Capoeira Focus on historical and cultural context behind Capoeira, looking at the fusion of martial arts and dance using action and reaction and spatial awareness.	Summative assessment through end of term paired performances using peer and teacher feedback and self-evaluation. Last lesson for each class.	Creating paired performances, using choreographic devices such as 'Action and Reaction' mirroring, levels and lead and follow.	Students need to rehearse the use of 'Action and Reaction' to ensure no contact is made during sequences in pairs and remain together to ensure mirroring is being used.	Actions and use of space are different to choreographic devices. Choreographic devices are used to help develop sequences and performances.	Choreographic devices Action and Reaction Mirroring Levels Lead and follow	
Term 5	Dancing through the decades Different dance styles that originate from different eras using historical context, main focus on 1920s and 1950s to ensure students are able to practice contact and lift work.	Formative assessment through rehearsals of contact work within pairs.	Understanding of the different styles used throughout the years and how to work safely in pairs on new skills such as contact work.	Rehearsing safety awareness of pair work and how we use 'contact' using gestures, turns, jumps and travel.	Contact work in these topics requires communication and effective timing through the use of music. Timing and watching each other needs to be instilled every lesson.	Charleston Jive Rock n Roll Pair work Contact Timing Musicality	Building prior knowledge of safety with peers and spatial awareness which was introduced in the last topic

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Term 6	Dancing through the decades Assessment preparation with a focus on one era. Rehearsal in context of style, contact and paired lifts.	Summative assessment through end of term paired performances based on one era. Peer and teacher feedback used along with self - evaluation.	Practical understanding of communicating between pairs on use of contact and specific lifts based on the era and the style.	Rehearsing paired routines using effective musicality, levels, unison and mirroring.	Communicating about safety of which partner will do what when performing lifts. The key words are safety and communication.	Rock n Roll Elvis Presley Safety Lifts Communication Levels Unison	
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