



Curriculum Plan *Dance*



Year 8	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts) To imbed knowledge of new skills that are specific to the topics, group communication skills to assist with choreography and how to move within boundaries				Enrichment: What is offered through the year to support learning in the classroom? KS3 Dance Company and performance workshops offered in preparation for ‘Step into it 2024’ Theatre trips to watch live performances		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	The History of Hip Hop Focus on the culture and history behind this style and where and how it originated.	Formative assessments through rehearsals and feedback on skills linked to the topic	The history of how Hip Hop started and the basic skills that sit in the different elements of this style such as breaking, tutting and popping.	Individual skills that each student will learn such as isolated moves to create locking phrases and body control to create ‘baby freezes’		Control USA Freeze Isolate Strength Balance	
Term 3	Parkour Focus is how it originated and how to use the skills that would eventually be used in an outside environment	Formative assessment through practice and rehearsals on skills linked to the topic	How it originated and the skills needed to practice the Art inside using communication and creativity with peers	Individual and group skills linked to the topic such as travelling with speed and awareness, using peers as obstacles and creating different ways to jump and roll		Safety Spatial awareness Navigate Travel Obstacle Speed	
Term 4		Summative assessment through end of term assessment where they receive teacher and peer feedback and an end of term level	To work together to create ways of moving and travelling fluently using physical obstacles and skills in the previous term		Students to really focus on the skills of navigation and safety of others when moving especially when learning to move with speed		Using prior knowledge from term 1 and 2 about communication, group work to build creativity in movement
Term 5	Physical Theatre – Frantic Assembly Focus is on using a fusion of drama and movement to create trust, communication, characterization with peers	Formative assessment through practice and rehearsals on skills linked to the topic	How to combine two disciplines together, dance and drama by taking away the use of speech and using sound and movement to create a narrative and characterization	Pairs and groups will use trust exercises and learn to build ways of communicating with body language and movement using props and contact		Communication Trust Characterization Pace Body language Narrative Combining	Using knowledge of KS3 practical work in drama and dance lessons to combine the skills together

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Term 6		Summative assessment through end of term assessment where they receive teacher and peer feedback and an end of term level		Using skills learnt through the topic to create a performance based on Frantic assembly that highlights the narrative, contact work between peers, facial expression and gestures		Contact Facial expression Gestures Exaggeration Focus Gestural movement	
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