



Curriculum Plan *Dance*



Year 9	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts) Build practical knowledge of performance skills, physical skills, expressive skills and choreography skills				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	Exploration of styles of dance Focus will be on researching and exploring all different styles such as Contemporary, Jazz, Musical Theatre and Ballroom and Latin	Formative assessment through practice and rehearsals on skills linked to the topic	Physical skills needed for each type of style, focusing on Stamina Flexibility Core Stability Extension Projection	How each style varies using contrasting actions, space, relationships and dynamics	That students will need to move out of the comfort zone to workshop each style	Physical skills Performance Actions Space Relationships Dynamics Exploration	Performance skills would have been built through summative assessment in year 7 and 8
Term 3	Performance and show skills Students focus on using performance and expressive skills in preparation for the annual dance show	Formative assessment through practice and rehearsals on skills linked to the topic	Rehearsal and practice of performance choreography to ensure movement memory and mental rehearsal	Mental skills such as Commitment Projection Confidence Focus Preparation		Rehearsal Performance Preparation Commitment Focus Mental Rehearsal	
Term 4	Step into it 2024	End of term performance in the annual show for all students in year 9	Rehearsal and practice of performance choreography to ensure movement memory and mental rehearsal	Expressive skills such as Facial Expression Projection Focus Spatial awareness Confidence		Spatial awareness Preparation Focus Projection Group work Confidence	Performance assessments will aid students in performing in front of an audience
Term 5	Choreography Matrix Focus is on how to build choreography skills and choreography processes	Formative assessment through practice and rehearsals on skills linked to the topic	Students will learn about how to use a stimulus to create choreography and how to start the use of motifs when creating dances	The choreographic process looking at the starting point, the motif and the movement that links to the structure of this process	That the choreography process takes time and is very different to performance preparation	Choreography Process Stimulus Motif Structure Starting point	Building upon basic choreography skills that have been imbedded over year 7 and 8

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Term 6	GCSE Taster Term Looking at a taster of the GCSE course, focusing on one Anthology 'Shadows' theoretically and practically	Summative assessment through end of term assessment where they receive teacher and peer feedback and an end of term level	Students will workshop ideas on 'Shadows' looking at themes, styles, characterization, music, costumes and motifs			Anthology Theory Contemporary Ballet Theme Choreography Workshop	
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