Year 7

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term | Theme | What students will learn | Key assessment | How you can support your child |
| 1 & 2 | Secret Agents | -Gain an understanding of the five basic dance actions.  -To be able to create movement phrases including the five actions that reflect a theme.  -Develop an understanding of what a motif is and how it is used.  -To learn and perform a technical study that reflects a theme. | Pupils will develop a piece lesson by lesson inspired by secret agents which will be performed under assessment conditions at the end of the unit. | Watching lots of different dance styles as an introduction to Dance.  Where possible if the opportunity arises, attend and watch live performances. |
| 3 & 4 | Bollywood | -Key features of the Bollywood style.  -Understand and demonstrate the stylistic qualities of Bollywood.  -To learn, create and perform movement in the Bollywood style.  -To use varied formations, pathways, levels and canon. | Pupils will develop a piece lesson by lesson in the Bollywood style which will be performed under assessment conditions at the end of the unit. | Watching professional Bollywood Dance pieces.  Where possible if the opportunity arises, attend and watch live performances. |
| 5 & 6 | ‘Artificial Things’ Lucy Bennett | -To develop awareness of inclusive contemporary dance.  -Gain an understanding of the professional work ‘Artificial Things’  -To understand how to use basic choreographic devices to develop movement.  -To learn how to adapt movement for physical needs.  -To learn, create and perform movement inspired by the work. | Pupils will develop a piece lesson by lesson inspired by ‘Artificial Things’ which will be performed under assessment conditions at the end of the unit. | Watch ‘Artificial Things’ and read information about the piece and its creation.  Where possible if the opportunity arises, attend and watch live performances. |

Year 8

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term | Theme | What students will learn | Key assessment | How you can support your child |
| 1 & 2 | Chance Dance | -To understand how to use chance dance as a method of creating.  -To understand how to effectively develop movement to create a piece.  -To be able to apply six motif developments to movement.  -To be able to use chance to structure a well develop piece.  -To be able to learn and create movement | Pupils will develop a piece lesson by lesson inspired by chance dance which will be performed under assessment conditions at the end of the unit. | -Researching Merce Cunningham to develop understanding of Chance Dance as a method of creating.  -Watch different styles of dance to develop movement vocabulary.  -Where possible if the opportunity arises, attend and watch live performances. |
| 3 & 4 | Guernica | -To understand how to use a pictorial stimulus to create a piece.  -To begin analysing professional dance works in terms of action, space, dynamic and relationships.  -To develop use of performance skills to portray intention.  -To develop movement memory and recall skills. | Pupils will develop a piece lesson by lesson inspired by the use of Guernica as a pictorial stimuli which will be performed under assessment conditions at the end of the unit. | -Research Guernica by Picasso.  -Watch work by Hofesh Shechter  -Where possible if the opportunity arises, attend and watch live performances. |
| 5 & 6 | A Linha Curva | -To gain an insight into ‘A Linha Curva’ by Itzik Galili.  -To develop an understanding and be able to learn and create in the styles of Capoeira and Samba.  -To begin embodying key features of the two styles.  -To be able to create movement using Galili’s choreographic approach and intention. | Pupils will develop a piece lesson by lesson inspired by ‘A Linha Curva’ which will be performed under assessment conditions at the end of the unit. | -Watch ‘A Linha Curva’ and read information about the piece and its creation.  -Where possible if the opportunity arises, attend and watch live performances. |

Year 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term | Theme | What students will learn | Key assessment | How you can support your child |
| 1&2 | ‘Teechers’ John Godber | -To know and understand the play ‘Teechers’ by John Godber.  -To demonstrate an understanding of the characters, the events and the issues explored.  -To explore the communication of characters stereotyping.  -To create a play within a play, including narration.  -To develop effective scene transitions. | Pupils will develop selections of scenes to create a play within a play which will be performed under assessment conditions at the end of the unit. | -Where possible if the opportunity arises, attend and watch live performances.  -Read about and watch ‘Teechers’ |
| 3&4 | Gangs | -To understand how to develop character profiles.  -To develop the use of body language to portray a character.  -To learn how to select appropriate language for specific characters.  - Using ‘DNA’ (Dennis Kelly) as inspiration, create a piece depicting gang behaviour. | Pupils will develop a piece inspired by gang behaviour which will be performed under assessment conditions at the end of the unit. | -Where possible if the opportunity arises, attend and watch live performances.  -Reading and watching news articles relating to gang behaviour. |
| 5&6 | Devising | -To be able to recognise ways in which playwrights, directors, designer and performers communicate through drama.  -To use stimuli to inspire a performance written and created by students.  -To be able to apply drama techniques to structure a coherent performance. | Pupils will plan and create their own piece of drama which will be performed under assessment conditions at the end of the unit. | -Where possible if the opportunity arises, attend and watch live performances. |