Year 7

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| 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

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| 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

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| 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. |