

Autumn Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HALF TERM
Area of Study	TEACHER LED TECHNIQUE MOTIFS							
Key Objective	1. Basic actions and introduction to technique unit 2. Confidence to engage and perform in Dance							
Core Learning	Introduction to spacing, rules and delivery of dance. Fun movement motif delivered to engage.	Introduction to basic dance movement -Travel, floor work and following teacher movement	Introduction to a teacher motif Feedback/ Assess pairs	Introduction of Dynamics Teacher Led Motif, developed through Dynamics	Introduction of Unison and Canon Teacher Led Motif, developed through Unison and Canon	Rehearsal of movement	SOLO TECHNIQUE ASSESSMENT/ BASIC ACTIONS/ PERFORMANCE SKILLS	
Opportunities for Challenge		Performance in smaller group or solo performance	Identifying development of motif when providing feedback using correct terminology	Student adds their own dynamics to 8 counts	Identify why audiences benefit from unison and canon in performances	Adding all 5 developments of Actions to the set motif and being able to demonstrate in the performance	Adding own movement without guidance from the teacher	
Assessment	Solo Practical Assessment GCSE Link: Component 1: Solo Composition, Component 2: Knowledge and Understanding Section A							

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	CHRISTMAS
Area of Study	MISSION IMPOSSIBLE						

Key Objective	1. Development of character performance unit – performance expressive skills					
Core Learning	Introduction to Set Motif – Mission Impossible/ Cartoon Theme (Teacher Led)	Introduction to duet performance Development of a character	Introduction to dynamic variation and relationships	New Motif – Students create their own ‘character’	Rehearsal of movement	DUET PERFORMANCE ASSESSMENT
Opportunities for Challenge	Demonstrate a character within performance	Being able to identify key features of the character and implementing this into their dance	Displaying dynamics consistently and a range of relationships within their choreography	Demonstrate their character through facial expressions in their performance	Evidence of varied dynamics and relationships throughout without teacher input	Demonstrating clear use of dynamics throughout their performance.
Assessment	<i>Duet Practical Assessment and Performance Skills Assessment</i> <i>GCSE Link: Component 1: Performance & Component 2: Dance Appreciation Exam - Section B</i>					

Spring Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	HALF TERM
Area of Study	STOMP						
Key Objective	1. Introduction to performance skills unit 2. Incorporate props into Dance – safe practice and group work 3. Cross-curricular links with music						

Core Learning	Introduction to Stomp, video clip shown, play around with sounds that can be made with the body/ in the studio	Add in props to a set motif Use of props	Introduction to performance, expressive skills Explore Stomp/ Sounds	Focus on expressive skills seen in performances when using props. Explore in groups	Rehearsal of movement	GROUP PERFORMANCE ASSESSMENT – EXPRESSIVE SKILLS
Opportunities for Challenge	Create new creative sound using body percussion	Identify correct use of props and where they are suitable	Being able to identify expressive skills within a choreography	Display expressive skills within rehearsals and performances consistently	Evidence of expressive skills used in performance and identified in peer performances	Working safely in a group consistently displaying expressive skills
Assessment	<i>Trio Choreography Assessment and Development of RADS throughout choreography</i> <i>GCSE Link: Component 1: Trio Performance & Component 2: Dance Appreciation Exam - Section A</i>					

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	EASTER
Area of Study	Olympics – Responding to a Stimulus						
Key Objective	1. Responding to stimulus 2. Choreographic skills & development explored						

Core Learning	Introduction to responding to stimulus -Teacher led, physical stimulus, explorative tasks	Set Motif from Teacher, responding to stimulus	Introduction to Choreographic devices Add onto set motif	Introduction of RADS – Motif Development -Development of motif into trio	Rehearsal of movement	TRIO CHOREOGRAPHY ASSESSMENT -RADS
Opportunities for Challenge	Being able to create abstract choreographic intentions form stimulus	Add a count of 8 based on their own choreographic intention	Consistently demonstrating choreographic devices throughout their choreography	Identify use of RADS within peer performance	Evidence of Motif Development throughout Choreography	Using RADS within their trio relating to their choreographic intention
Assessment	<i>Group Choreography Assessment and Expressive Skills</i> <i>GCSE Link: Component 1: Choreography & Component 2: Dance Appreciation Exam - Section B</i>					

Summer Term

WIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	HALF TERM
Area of Study	STREET DANCE / SAFE PRACTICE						
Key Objective	1. Safe practice in dance 2. Group performance 3. Mental skill introduction						

Core Learning	Introduction to street/ dance	Teacher Led Motif – based on Street/ Hip Hop Movement	Safe Practice and Healthy Dancer	Introduction to Physical Skills through Developed Motif/ Rehearsal Time	GROUP PERFORMANCE ASSESSMENT	CATCH UP LESSON/ REVISION/ Fun Lesson	
Opportunities for Challenge	Safely work in a different style of dance within a group choreography whilst demonstrating the skills learnt in the previous term	Demonstrate Physical and Expressive Skills within performance	Be able to explain why a dancer must be healthy and safe in dance in addition to demonstrating it	Demonstrate Physical Skills within performance	Safe practice demonstrated throughout performance		
Assessment	Group Choreography Assessment and Theory Assessment of Dance Terminology & Responding to Stimulus GCSE Link: Component 1: Choreography & Component 2: Dance Appreciation Exam - Section A & B						

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	SUMMER
Area of Study	CHOREOGRAPHY						
Key Objective	1. Creating a group choreography 2. Choreographic devices 3. Performance skills						

Core Learning	KS3 Exams	Introduction of Choreography Questions – Teacher Led lesson	Choreography – 3 strong motifs	Development of 3 In motifs/ Rehearsal	PERFORMANCE/ Fun End of Summer Term Lesson
Opportunities for Challenge		In depth Choreographic Intention Explored	Motif Development seen throughout Choreography	Demonstration of all key skills learnt throughout the year	
Assessment	Group Choreography Assessment GCSE Link: Component 1: Choreography & Component 2: Dance Appreciation Exam – Section A & B				