

Dance Long Term Plan Year 7 2020-21

Temperance Term

W/C	7 th September	14 th September	21 st September	28 th September	5 th October	12 th October	19 th October	HALF TERM
Topic	TEACHER LED TECHNIQUE MOTIFS 1. Basic actions and introduction to technique unit							
	Introduction to the new spacing, rules and delivery of dance.	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	
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 development of Actions to the set motif and being able to demonstrate in the performance	Adding own movement without guidance from the teacher	
Assessment	<i>Solo Practical Assessment</i> <i>GCSE Link: Component 1: Solo Composition, Component 2: Knowledge and Understanding Section A</i>							
W/C	2 nd November	9 th November	16 th November	23 rd November	30 th November	7 th December	CHRISTMAS	
Topic	MISSION IMPOSSIBLE 2. Development of character performance unit							
	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		
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>							

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Justice Term

W/C	4 th January	11 th January	18 th January	25 th January	1 st February	8 th February	HALF TERM
Topic	ART STIMULUS/BANKSY 3. Responding to stimulus and choreographic skills unit						
	Introduction to responding to stimulus	Set Motif from Teacher, responding to stimulus	Introduction to Choreographic devices	Introduction of RADS – Motif Development	Rehearsal of movement	TRIO CHOREOGRAPHY ASSESSMENT -RADS	
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>Trio Choreography Assessment and Development of RADS throughout choreography</i> GCSE Link: Component 1: Trio Performance & Component 2: Dance Appreciation Exam - Section A						
W/C	22 nd February	1 st March	8 th March	15 th March	22 nd March	29 th March	EASTER
Topic	STOMP 4. Introduction to performance skills unit						
	Introduction to Stomp, video clip shown, play around with sounds that can be made with the body/ in the studio	Analyse a professional dance work 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	
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>Group Choreography Assessment and Expressive Skills</i> GCSE Link: Component 1: Choreography & Component 2: Dance Appreciation Exam - Section B						

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Courage Term

W/C	19 th April	26 th April	3 rd May	10 th May	17 th May	24 th May	HALF TERM
Topic	PARKOUR/ SAFE PRACTICE 5. Safe practice in dance unit						
	Introduction to street/ parkour 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	
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	7 th June	14 th June	21 st June	28 th June	5 th July	12 th July	SUMMER
Topic	CHOREOGRAPHY 6. Mock Choreography						
	KS3 Internal 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	
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				